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The influence of short-term goal setting on student performance and motivation

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The Influence of Short-Term Goal Setting on Student Performance and Motivation

A Master's Project

In Partial Fulfillment of the Requirements for the Degree

Master of Science in Teaching

State University College at Cortland

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Abstract

Student goal setting is one powerful tool that can influence students' attitudes and achievements. This mixed-methods study examines the effects of short-term goal setting on the performance and motivation of students in a fifth-grade classroom. Students set weekly goals and tracked their performance through daily self-reflection. The goal-setting intervention provided students an opportunity to gain success through intrinsic rewards and strengthen their self-efficacy skills. Data were collected and analyzed over a three-week time frame. This presentation provides details on the effectiveness of goal setting in the classroom and procedures for structuring goal-setting interventions for upper elementary students.

The Influence of Short-Term Goal Setting on Student Performance and Motivation

Every student deserves the opportunity to achieve success. Educators have the amazing opportunity to help students learn while cultivating their curiosity about the world. Teachers look for ways to improve students' academic performance and increase their motivation to thrive in the classroom. A single classroom can consist of a multitude of different abilities, personalities, and interests. Finding ways to encourage individual student growth can be a difficult task.

Teachers debate the most effective method to inspire students to participate, achieve and learn to their highest potential. Extrinsic rewards are an excellent way to inspire some students within the classroom. However, extrinsic rewards are not always the key to success. Teaching students about intrinsic rewards may be a valuable tool inside and outside the walls of a classroom. One way to teach intrinsic rewards is through the act of setting goals. Setting short-term goals to accomplish desired tasks is a skill that can be applied to many aspects of life for adults and children.

This mixed-methods study set out to explore how goal setting can help students gain success through intrinsic rewards. Short-term goal setting can consistently build upon self-confidence and academic improvement. Results from both qualitative and quantitative data provide a multidimensional look at short-term goal setting in the classroom. We can gain a deeper analysis of student goal-setting outcomes by analyzing numerical and descriptive data. Over four weeks, students were guided through S.M.A.R.T. goal-setting activities. The acronym S.M.A.R.T stands for specific, measurable, achievable, relevant, and timely (Frazelle & Nagel, 2015). Throughout the research, students were given a choice of goals to work toward. The study explored the idea that students' personal ownership over their goals would help shape autonomy

and attitude toward achievement. The goal-setting procedures set out to answer the following question; How can implementing short-term goal setting in the classroom increase student motivation and performance?

Literature Review

Student motivation in the classroom can heavily influence academic performance. Today in elementary classrooms worldwide, teachers work hard to uncover ways to positively benefit their students' motivation and academic performances. Teachers often implement extrinsic motivational incentives such as classroom point systems and physical reward efforts. Foiland (2018) suggests that when students experience extrinsic goal setting, they build experience with controlled motivation instead of learning self-regulated motivation. Facilitating students in setting intrinsic goals can activate more independent incentives. Throughout my observational experiences in elementary classrooms, I have seen many extrinsic techniques in action. My curiosity about strengthening a more autonomous relationship with academic and personal success in the classroom led to this topic of study. I noticed that often students could recognize a need for improvement but lacked personal motivation to advance. This literature review will attempt to answer the question: How can implementing short-term goal setting in the classroom increase student motivation and performance?

I reviewed five studies that focused on the impacts of goal setting in the elementary classroom. I found varying results and themes about short-term academic goal setting throughout my research. Three themes emerged from five reviewed studies' findings. The first theme present was the positive impact of goal-setting on motivation among elementary school students. The second result of the studies suggested that goal-setting led to a rise in academic performance but showed no effect on student motivation. The third theme uncovered did not identify explicit

effects of goal setting on motivation. However, when examining the academic impact of goal setting, one study argued that the presence of goal setting did not increase academic performance. This study went on to suggest that goal-setting in and of itself could not be applied as a single solution for the academic performance or motivation of all students. Despite varying results, the presence of multiple instances of a positive impact on student motivation is promising.

Positive Impact on Student Motivation

Three studies' findings suggested that goal-setting positively impacts the motivation of elementary grade level students. Zyromski et al. (2019) found that utilizing a goal-setting curriculum called True Goals in their study increased student motivation. Through the True Goals program, students executed choices over their own goals. This counseling curriculum was specifically designed to be used by school counselors. The targeted small group intervention was assessed by classroom teachers who were not involved in the goal-setting (Zyromski et al., 2019). Positive results were also found by Smithson (2012) through a qualitative study measuring the impact of goal setting on student motivation in the classroom. This study found that when students set their own personal goals, their academic performance and motivation increased in the classroom. This research included weekly goal-setting practices which established individual student objectives. The study utilized specific and incremental goals to support internal incentives (Smithson, 2012). A third reviewed study found a consistent theme of positive motivational impact through goal setting. Froiland (2018) concluded that late elementary-aged students who wrote intrinsic goals for themselves saw both academic and motivational benefits in the classroom. The study utilized a seven-week goal-setting program where students worked with their teachers and parents to set intrinsic goals. Homework goals

were used to evaluate the effectiveness of motivational outcomes. The study utilized student self-rated emotions and parent analysis of student emotions to help assess the effectiveness of intrinsic goal interventions (Froiland, 2018).

Positive Impact on Student Academic Performance

Sides and Cuevas (2020) conducted an eight-week study that consisted of goal setting to improve student motivation and performance in mathematics. Third and fourth-grade math students were tasked with setting goals, monitoring their progress, and reflecting on their performance. This study concluded that goal setting could increase student academic performance (Sides & Cuevas, 2020). In contrast to the first three studies, results showed increased student academic performance but suggested that goal-setting showed no significant impact on student motivation. This study found differing results entirely in the realm of motivating students. Sides and Cuevas concluded that regardless of goals being self-chosen or assigned, student behaviors and questionnaire responses did not indicate an increase in motivation.

No Influence on Academic Performance

The third theme in this small-scale literature review emerged, finding that student goal setting had no impact on academic performance. A study by Koenig et al. (2016) evaluated student academic improvement after using performance feedback and goal-setting practices. This study specifically evaluated setting goals in the content area of academic writing. The study used a control group versus a test group to explore goal-setting practices. This study did not directly measure connections to student motivation and found a lack of evidence connecting a positive impact of goal setting on academic implications. One finding worth noting was that students

who were assigned goals with no explanation had a lower commitment to the goal than students who chose self-selected goals (Koenig et al., 2016). The results of this study differed from the ideas presented by other studies involving the impact of intrinsic goal setting on motivation and academic performance.

Conclusion

This small-scale literature review intended to find answers to the question: Can implementing short-term goal setting in the classroom increase student motivation and performance? The results of the five chosen studies were mixed. Three of the inquiries concluded that goal setting in the classroom led to an increase in student motivation and academic performance. Although they did not specifically examine short-term goal setting, the length of the studies ranged from just 6-8 weeks which can be considered short term. Just one of the five studies showed evidence that goal setting in the classroom led to positive academic impacts but lacked concrete connections to student motivation. Lastly, one case study examined reported no increase in student academic achievement or motivation. Although it appears that some studies prove positive benefits from classroom goal setting, a definitive determination about its significance cannot be made. One promising finding in studies across each theme was the importance of individual intrinsic goal setting. More research should be completed to explore the role that execution of goal-setting practices has on motivation and academics. The results of these studies suggest that the way implementation of goal setting practices occurs may have a measurable impact on whether or not students' motivation and academic performance will benefit.

Method

Setting

The classroom where my research took place is an Intermediate School in a rural historical village. This village is located in central New York. All district schools are located within the village, but the student population comes from surrounding areas as well. In 2020, the total student enrollment for the entire school district was 1,872, with an average class size between 15 and 20 students. The intermediate school is home to a reported 399 students and is labeled by the state as targeted for student support and improvement.

The district as a whole has a gender breakdown of 53% male students and 47% female. The student population is 94% white, 3% multi-racial, 2% Hispanic/Latino, 1% Black, and 1% Asian or Pacific Islander. This district is significantly less diverse than New York State as a whole, whose white population is 43%. According to NYSED 2020 Data, 44% of the student population is labeled as economically disadvantaged. The district's socioeconomically disadvantaged population is also lower than the state average of 58%. Additionally, there is a 12% student population with disabilities as a district, which is again lower than the state percentage of 18%.

The classroom that the research took place in is on the second floor of the building. Students' lockers are located outside the classroom, and each student has an individual desk inside the room. Due to COVID-19 procedures, students' desks are all spaced three feet apart, and every desk faces the front of the classroom. The classroom contains a smartboard at the front of the room. Flexible seating is available within the classroom but is rarely used. The room itself has white walls and a total of 2 whiteboards and three bulletin boards, used for students' work. The teacher's desk faces the wall at the left corner of the room.

Participants

The research took place in a fifth-grade classroom that contained a total of 21 students. The ages of students ranged from age nine to eleven. All 21 students were white and represented a range of socioeconomic classes. The initial intent of the study was for the entire class, 11 boys and ten girls, to take part in the goal-setting procedures. However, I decided that a smaller student sample would provide more purposeful data due to time constraints. I chose to continue the goal-setting procedures with the entire classroom but to focus closely on the data of a smaller set of students. I decided to collect and analyze data from nine students. Data analyzed came from four boys and five girls. These students were chosen due to their range of abilities and attitudes shown in baseline observations and data.

This classroom is a general education classroom with one teacher to 21 students. Most of the students in the classroom attended in-person classes last year; however, due to COVID-19, one student was homeschooled in the 2020-21 school year. Additionally, most of the students knew each other before the year began. Two students came from a different school district at the beginning of the year.

The teacher is a veteran teacher who has been teaching for thirteen years in the same district. She is a white female who lives in the same district and has children who attend the same district schools. She has taught fifth grade since she started, and therefore, she is very familiar with the materials and content. The teacher has a warm demeanor and a strict classroom management policy.

The students in the classroom range in academic ability and attention span. The majority of students in the classroom are highly active. Several boys and girls in the classroom are well

organized, consistently on task, and producing high-level fifth-grade work. In contrast, many students in the class are below grade level in math and reading. Five students receive remedial services for reading. Two students in the classroom see a psychologist in the school regularly. One student requires an IEP for attention deficit hyperactivity disorder.

Materials

Data from the eight students were collected using student work samples, field notes, and student interviews throughout the research. Initial baseline data was collected through a google form document. This google form was a Likert scale to gauge students' feelings and attitudes toward school, learning, and goal-setting (See Appendix A). Analyzing student attitudes toward goal setting and learning before beginning the S.M.A.R.T. goal intervention helped indicate whether or not the goal-setting practice impacted student motivation. This same baseline data survey was used as a post-intervention survey. Comparing results from the same baseline and post-intervention survey provided comparative data.

In addition to the baseline data survey, baseline observational data were also collected as an additional way to evaluate student motivation. Teacher notes about students were used as observational data before goal setting. Student progress and academic attitudes were recorded and compared to data collected throughout the interventions and final observational data.

Goals are personal to each student. Therefore, the first data assessment tool used was a calendar representation for the student. Each Monday, students chose from four goal areas. Attached as Appendix B, the calendar was a personal document to track their success. They made notes and marked their progress on the calendar. An additional data collection tool was a goal-setting journal where students were meant to take a daily personal inventory of the progress

of their goals. My host teacher provided me with booklets that she had in her classroom. My host teacher and I decided that they would help track students' daily notes about their goals. Each student received a booklet with pages shown in Appendix C.

In addition to students tracking their success and goals, field notes were used as a data collection tool. The host teacher and I used the notes sheet in Appendix C to observe students' progress and interest in goal setting. At least once a week, notes were added about individual students. Some of the notes connect to their journal tracking, and some are general observations. Lastly, I used student interviews as a data collection tool. Appendix E shows the questions asked to students as we met. These questions aimed to get a more in-depth understanding of how the students felt about setting goals for themselves. These interview questions were used as a guideline. However, student responses led the interviews, and notes were recorded.

Procedures

The S.M.A.R.T. goal-setting intervention took place over a four-week time period (see research timeline below). The acronym S.M.A.R.T stands for specific, measurable, achievable, relevant, and timely. The exploration of the evidence-based practice of goal setting was used to outline a research plan. The evidence-based practice of self-management includes aspects of self-evaluation and goal setting. Self-management through goal setting helps students gain a deeper connection to their education. When specifically applying S.M.A.R.T goal-setting practices to students' daily routine, students learn to engage in a deeper relationship with personal, educational success.

S.M.A.R.T goals have been used to support achievement in multiple realms, including that of management and educators themselves. Setting a goal under these parameters can help

with the short-term accomplishment of personal achievement. By ensuring that goals are specific, the students can narrow their efforts. Making the goal measurable will give the ability to compare improvements. Achievable goals help keep students remain motivated by having the opportunity to reach goals. Relevant goals are those which apply to the student's lives, therefore, increasing the opportunity to achieve them. Lastly, timely goals are essential in evaluating how often completion will occur.

This research began in week one with both observational and survey baseline data collection. Week one started with an introduction to goal setting using S.M.A.R.T. goals. The class started with several activities to engage and brainstorm about goal setting and its application to them and the classroom. Once students were able to grasp the ideas of short-term goal setting for themselves, students had the opportunity to choose from four areas of interest for goal setting in the classroom. These areas included goals for homework, math instruction, English Language Arts instruction, or general organization. The category titled “organization goals” includes clean and orderly desks, organization of folders, having pencils ready daily, turning in assignments on time, and being prepared for class. Since this classroom contains unique individuals, the students chose based on the area they felt they could personally improve through goal setting. I met individually with students to briefly check that their goal was appropriate.

Over the next three weeks of research, the schedule followed the same outline each week. On Monday, students chose and set their goals for the week. Once students chose their area of interest, they received the Appendix A goal tracking sheet and Appendix B reflection journal. Appendix A consists of a worksheet handed out weekly. On Monday, when the students receive the goal sheet, students consider which goal works for them (see Appendix A). At the top of the

worksheet, the students circled the area where they set their goals. They chose between an ELA goal, a math goal, a homework goal, or an organizational goal. The middle of the worksheet has the days of the week in a box. At the end of each day, students colored in the box and assessed their goal progress. They colored the box green if they met the goal, yellow if they were working toward it, and blue if they did not complete it.

Students use their journals and tracking sheet to monitor their weekly goals each day. Every Wednesday, notes are taken on students' progress and attitude toward their goals. These notes were taken in our field log (See Appendix D). Every Friday, I checked in with the nine chosen students about their weekly goals using the interview questions in Appendix D. At the end of the week, students assessed their progress toward their goals. If students met their goals, they either chose a new goal the following Monday or continued with the same plan. Their thoughts were recorded on their weekly calendar sheet and in their journals. Since different groups of students work toward individual goals under the four subgroups (homework, math, ELA, and organization), I have divided my analysis into four categories for each week. I tracked and analyzed student motivation toward meeting these goals based on successful completion and reflection attitudes.

Research Timeline	
Week 1 - Feb.	
2/21 - Mon.	Baseline Data Collection - Survey (Appendix A)
2/22 - Tues.	Baseline Observational Data (Appendix D)
2/23-25 - Wed- Fri	SMART Goal lesson
	Experimental Goal Setting
Week 2 -	
2/28 - Monday	Begin Individual Student Goal Setting - (Appendix B/C)

3/1 - Tuesday	Students - Daily goal progress check
3/2 - Wednesday	Teacher - Collect observational data (Appendix D)
	Students - Daily goal progress check
3/3 - Thursday	Students - Daily goal progress check
3/4 - Friday	Students - Daily goal progress check - End of week reflection (Appendix A/B)
	Teacher - Conduct student interviews/ Collect weekly data (Appendix E)
Week 3 -	
3/7 - Monday	Begin Individual Student Goal Setting - (Appendix B/C)
3/8 - Tuesday	Students - Daily goal progress check
3/9 - Wednesday	Teacher - Collect observational data (Appendix D)
	Students - Daily goal progress check
3/10 - Thursday	Students - Daily goal progress check - End of week reflection (Appendix A/B)
3/11 - Friday	Teacher - Conduct student interviews/ Collect weekly data (Appendix E)
Week 4 -	
3/14 - Monday	Begin Individual Student Goal Setting - (Appendix B/C)
3/15 - Tuesday	Students - Daily goal progress check
3/16 - Wednesday	Teacher - Collect observational data (Appendix D)
	Students - Daily goal progress check
3/17 - Thursday	Students - Daily goal progress check - End of week reflection (Appendix A/B)
	Students - Complete end Data Collection - Survey (Appendix A)
3/18 - Friday	Teacher - Conduct student interviews/ Collect weekly data (Appendix E)

Limitations

One major limitation of this study is that my research was conducted as a graduate student. The study was completed while I was completing my student teaching hours, and therefore, there is a limitation to the study. Additionally, due to the short duration of my student teaching responsibilities, time was a significant limitation for this study. Students were only given four weeks to undertake the goal-setting procedures outlined in the study. Although the

data from the research is informative, this has been a very small-scale research project. The analysis only included nine students, all of whom were in fifth grade in the same school in the same town. An additional limitation was the effects of the COVID-19 pandemic. Student attendance varied throughout the four weeks. Students were constantly in and out of the classroom because of quarantine situations. Furthermore, due to COVID, student interactions and peer support were limited, and settings were modified to accommodate state guidelines. More research would need to be conducted to understand how goal setting affects students' motivation on a larger scale.

With time being a significant limitation in this research, I limited the number of participants in the study to nine. To have meaningful data while still completing student teaching hours, I decided to focus on a subset of the students in the class. This allowed me to provide in-depth observational data and a more complete analysis of the effectiveness of the goal-setting procedures.

Analysis

Data were analyzed to identify themes about short-term goal-setting in the classroom. All data collection tools (student journals, student surveys, field notes, student interviews) were used to connect the main findings of this goal-setting research. Data were organized into four different categories. Pre-assessment data included baseline observational data and baseline surveys. Quantitative data included a breakdown of the types of goals students set and how many students had reached their goals. Quantitative data were analyzed using simple descriptive statistics such as mean median and mode. The mode was a predominant analysis method used for the qualitative data.

The third category was qualitative data which included, observational, interview, and individual student recorded information. The qualitative data were analyzed through a review of narrative and observational data. Lastly, post-assessment data in the form of the same Likert scale was compared to pre-assessment data to determine overall changes in attitude. Initially, The pre-assessment data were analyzed by examining each question on the Likert scale. The pre-assessment survey (Appendix A), consisting of five questions about student feelings toward school, gave a baseline to compare the post-assessment findings. The answers from the nine students were placed into a chart, and totals for each response were used to gauge overall baseline attitudes toward learning.

Findings

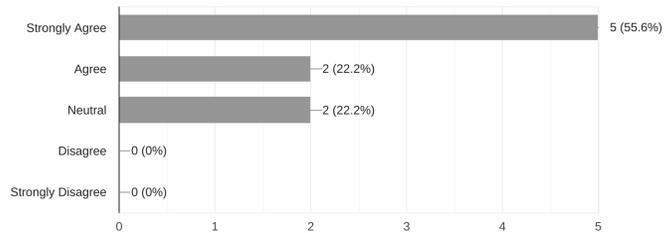
Overview

The pre-assessment findings for the whole class were mixed. Chart 1.1 shows the survey findings of the nine students chosen for focused data collection. Of these nine students, about 56% reported that they like learning, while just 22% strongly agreed with the idea of school being fun. According to the pre-assessment data, six of the nine students reported already setting goals for themselves at school. Just two students in the focus group felt neutral about confidence in reaching goals, while the others all agreed that if they did set a goal, they felt confident in achieving it. Lastly, eight out of nine students reported that reaching a goal makes them feel good.

(Chart 1.1)

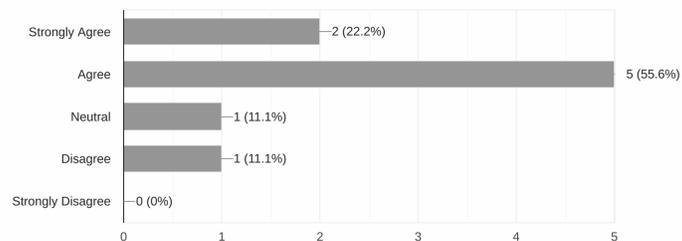
I like learning

9 responses



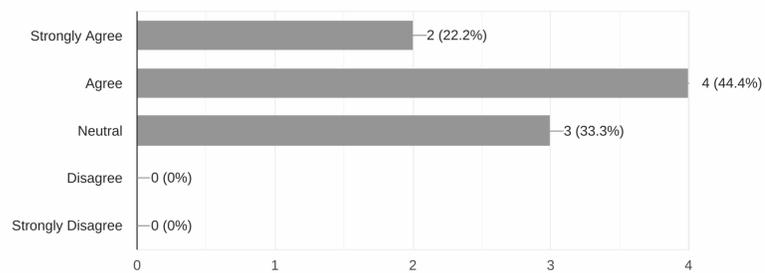
School is Fun

9 responses



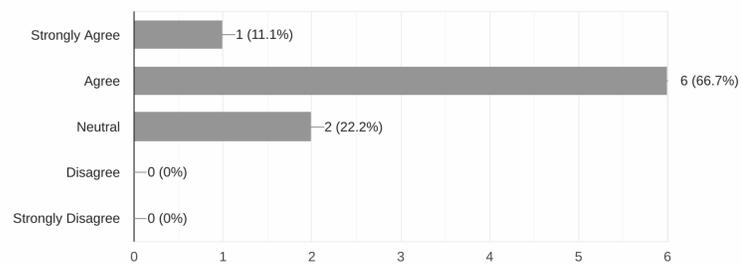
I set goals for myself at school

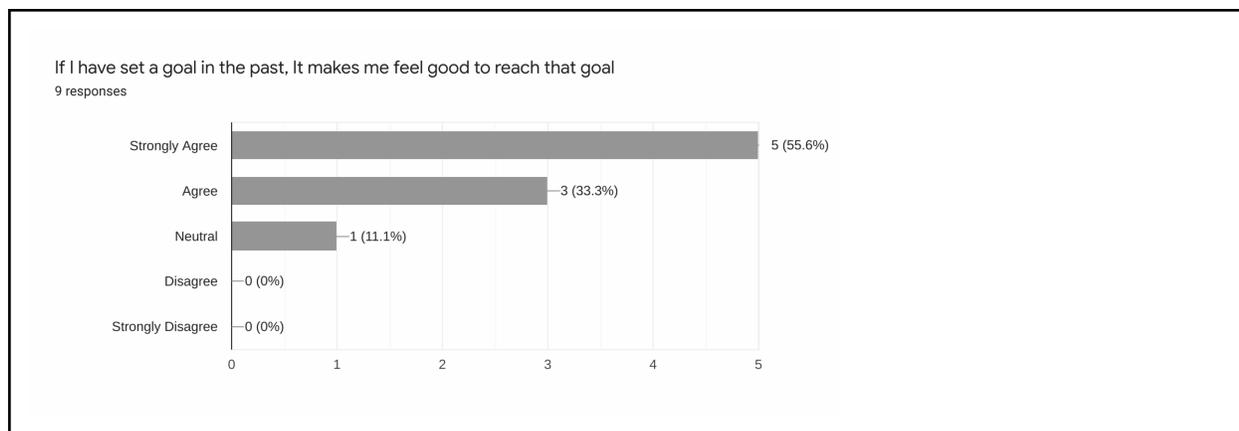
9 responses



If I set goals, I feel confident about reaching them

9 responses

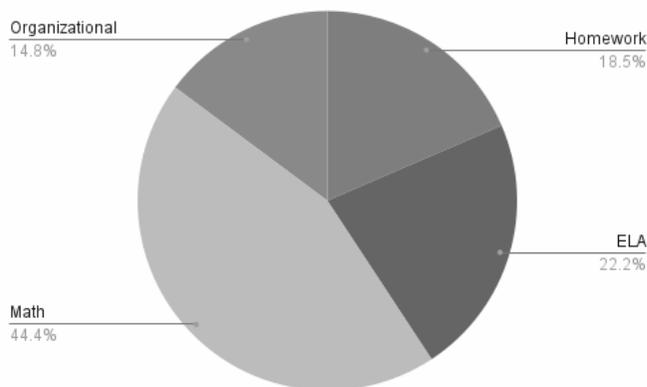




In addition to the pre-assessment survey, baseline observational data of each of the nine students were recorded before the goal-setting study. Appendix F shows observation notes about the nine students. The chart in Appendix F documented students' attitudes observed by myself and my host teacher about academics and classroom demeanor. Of the nine students, three were new to goal setting.

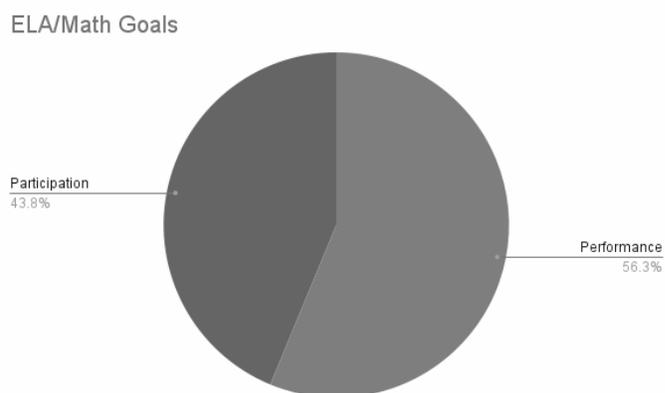
Quantitative data were initially broken down by the types of goals students chose to set. Details were explored within those specific selected goal categories to better understand the types of academic goals being made. Since goal setting is a personal undertaking, students were given a choice of what kinds of goals to set. Students had the opportunity to choose from ELA, math, organizational, or homework goals each week. The selection of student goals represents a dependent variable in this study. Though there were few goals set regarding numerical test scores, the chart below (2.2) gauges the number of students who set goals in each goal category.

(Chart 2.1)



Students who set a goal that appeared to fall within the academic category of math and ELA represented about 67% of the nine students. However, within these academic categories, two types of goals were chosen. There were math and ELA goals associated with participation as well as performance. Participation goals included raising hands more in class and answering a certain number of questions. In contrast, performance goals dealt with test scores or exit tickets. Chart 2.2 below breaks down the type of goal within the academic categories. This is significant because while we may associate academic performance with goals set in these subjects, student goals did not always align with performance.

(Chart 2.2)

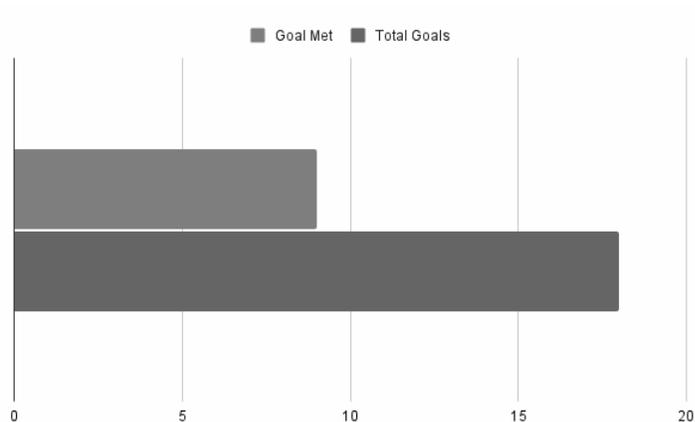


Students were asked to select one goal per week over a three-week time frame. Each goal was evaluated daily and at the end of the week to see if it was met. Some goals were set daily and culminated in a weekly goal. For example, data for Student 4 (Appendix G) shows that the student set a goal of achieving a four out of four on all of their math exit tickets for that week. Since they completed an exit ticket each day, the goal was a daily goal that resulted in a goal for the week. Therefore, for the purposes of this study, students were said to have met their goals only if they reached the weekly benchmark.

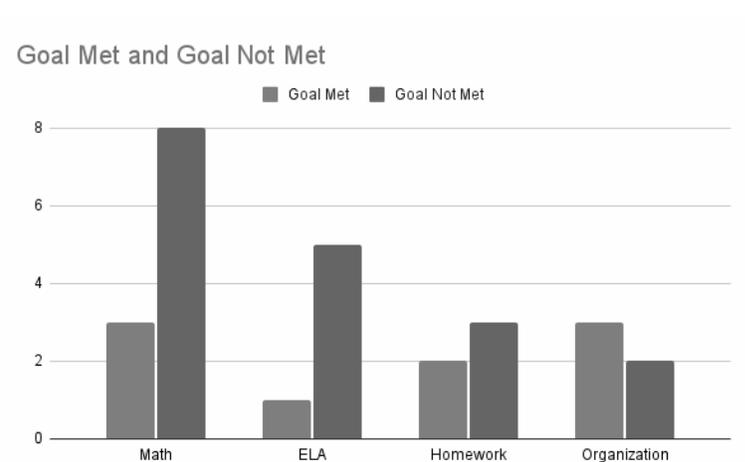
Each of the nine students set one goal per week for three weeks, resulting in 27 total goals—chart 2.1 (above) breaks down the types of goals students chose. Math goals were chosen roughly 44% of the time, while ELA goals were chosen around 22%, homework goals were roughly 19%, and organizational goals were about 15% of the total goals chosen. Giving students the freedom to select the goal themselves was intended to increase intrinsic motivation through choice.

Data showed that of the 27 total goals, seven weekly goals were successfully met, while 20 goals were either only partially satisfied or not met altogether (see chart 2.3). The findings were further broken down by goal category. Chart 2.4 shows the number of students who completed their weekly goal within each goal choice. Three of the eleven math goals chosen were met, while nine of these weekly math goals were incomplete. Of the five ELA goals, just one was successfully completed for any of the weeks. Two out of the five total homework goals were successfully completed. Lastly, goal completion in the organization category showed that three out of five goals were successful in the three-week time frame.

(Chart 2.3)



(Chart 2.4)



Before connecting quantitative data to qualitative data, the qualitative data (Appendix G, H, I, and J) were analyzed to reveal student attitudes and demeanor about goal setting. Analysis of qualitative findings includes comparing goal setting with the individual attitudes and motivations of the students themselves. These results were analyzed separately for Student 1 - Student 9. Appendix G shows data collected from students' weekly goal sheets. Appendix H shows several samples of student journals, and these journals were used loosely throughout the process due to daily time constraints.

Qualitative data were collected in Appendix G and I, through observational data and Appendix J through weekly student interview notes. Data from each outlet was used to build a more complete picture of the student motivations and goal-setting procedures. The connection between student motivation and positive attitude is noted throughout the observational data. Therefore, increased positive responses directly correlate to student stimulus throughout the study. Qualitative data from Appendices G and H point to positive motivational attitudes in some of the nine students participating in goal setting. Appendix I and J were categorized in either positive, neutral, or negative dispositions about goal setting. Charts 3.1, 3.2, and 3.3 below display the weekly correlation between student attitudes and goals.

Chart 3.1 shows week one. During week one, three students met their goals. Of the three students, two student attitudes were reportedly positive while one was negative. Of the students who did not meet their goal in week one, three of them had observational data which leaned toward neutral attitudes while three fell into the positive category. The mixed results of week one were compared to weeks two and three.

All but two attitudes in week three were reportedly neutral. However, during weeks two and three no students were reported to have a negative attitude based on observational data. Of the three students who met their goal in week two, just one had data suggesting a positive attitude. The other two students who met their goal had neutral attitude markers.

In week three, the number of positive attitudes increased to four students. Of these four students, three met their goal in week three. Chart 3.3 shows an overall increase in student attitude. Although just three goals were met each week, the attitudes of the students meeting these goals increased.

(Chart 3.1)

Week 1

	General Attitude in observational data	Goals met
Student 1	Positive	YES
Student 2	Positive	NO
Student 3	Neutral	NO
Student 4	Neutral	NO
Student 5	Negative	YES
Student 6	Positive	NO
Student 7	Neutral	NO
Student 8	Positive	NO
Student 9	Positive	YES

(Chart 3.2)

Week 2

	General Attitude based on observational data	Number of Goals met
Student 1	Positive	NO
Student 2	Positive	YES
Student 3	Neutral	YES
Student 4	Neutral	NO
Student 5	Neutral	NO
Student 6	Neutral	NO
Student 7	Neutral	NO
Student 8	Neutral	YES
Student 9	Neutral	NO

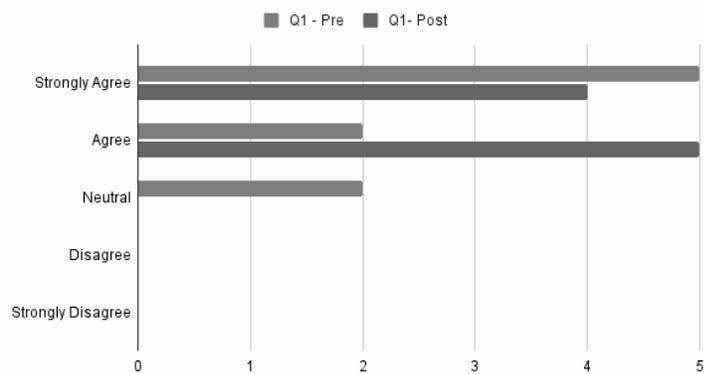
(Chart 3.3)

Week 3		
	General Attitude in observational data	Goal Met
Student 1	Positive	NO
Student 2	Positive	YES
Student 3	Neutral	NO
Student 4	Neutral	NO
Student 5	Neutral	NO
Student 6	Positive	YES
Student 7	Neutral	NO
Student 8	Neutral	NO
Student 9	Positive	YES

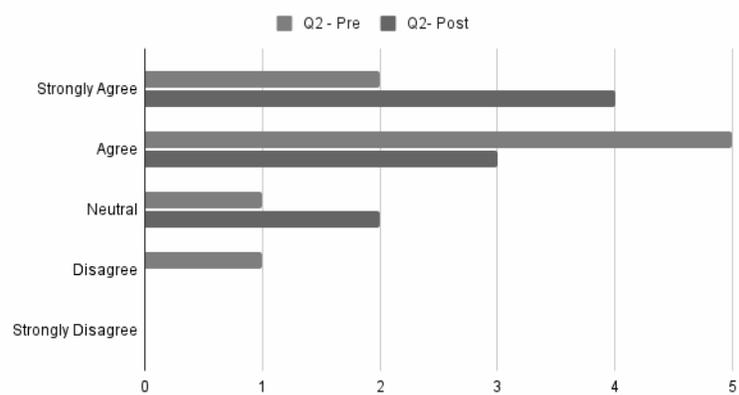
At the end of the three weeks, students took a post-assessment Likert scale survey. The questions were the same five questions initially distributed on the pre-assessment survey. Chart 4.1 shows a comparison in answers between the pre-assessment responses and that of the post-assessment. These charts take into account just overall response changes and not individual student responses. Responses for questions one through four resulted in about 89% of the nine students reporting the same or increased attitudes. This left just one student for each question changing their response from either strongly agree to agree or agree to neutral. The most significant change was in responses to question five, which asked about whether reaching a goal made the student feel good. For this question, the number of answers overall remained the same; however, individual student responses showed a dip from strongly agree to agree or agree to neutral.

Chart 4.1

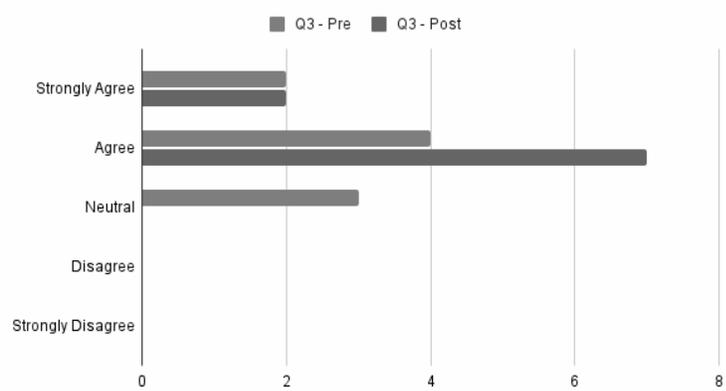
Q1 - Pre and Q1- Post

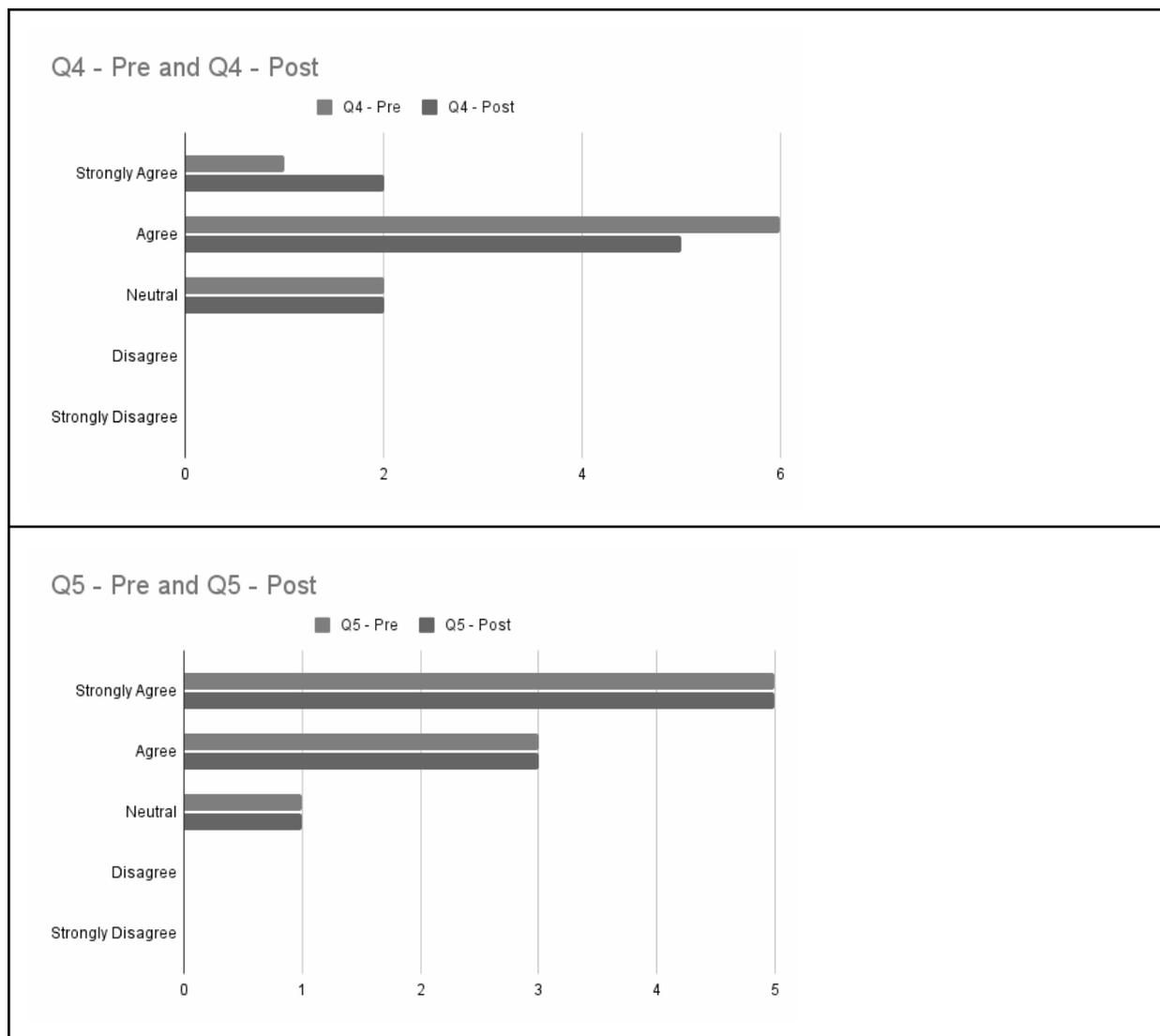


Q2 - Pre and Q2- Post



Q3 - Pre and Q3 - Post





Additionally, data from the pre and post-assessment were analyzed by combining strongly agree and agree to represent positive responses together and strongly disagree and disagree to represent total negative responses. When responses were combined, we see an overall increase in positive responses from the pre-assessment to the post-assessment. Chart 4.2 (below) showing data from the pre-assessment, reveals about 78% of the responses fall under the positive category. Exactly 20% of the responses were neutral, while only about 2% of responses were negative. When we compare this data to chart 3.3 representing post-assessment data, the

percentage of positive responses increases to roughly 89%. The neutral responses drop to about 11% in the post-assessment and no negative responses were recorded.

Chart 4.2

Total Pre-Assessment Questions

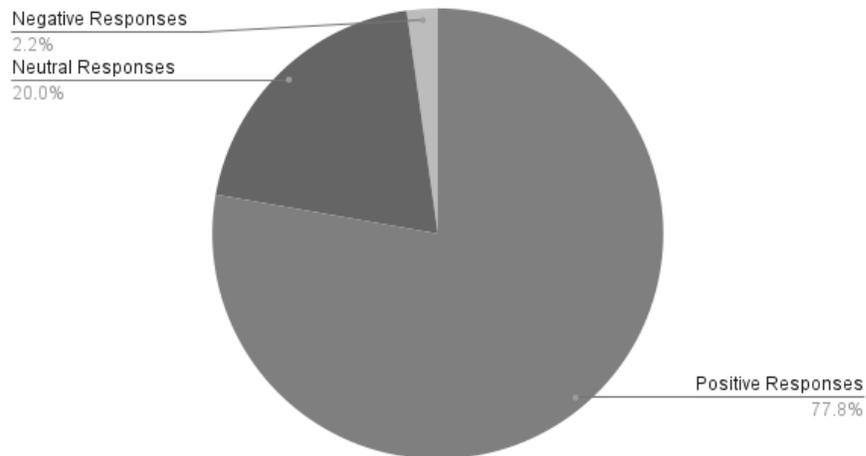
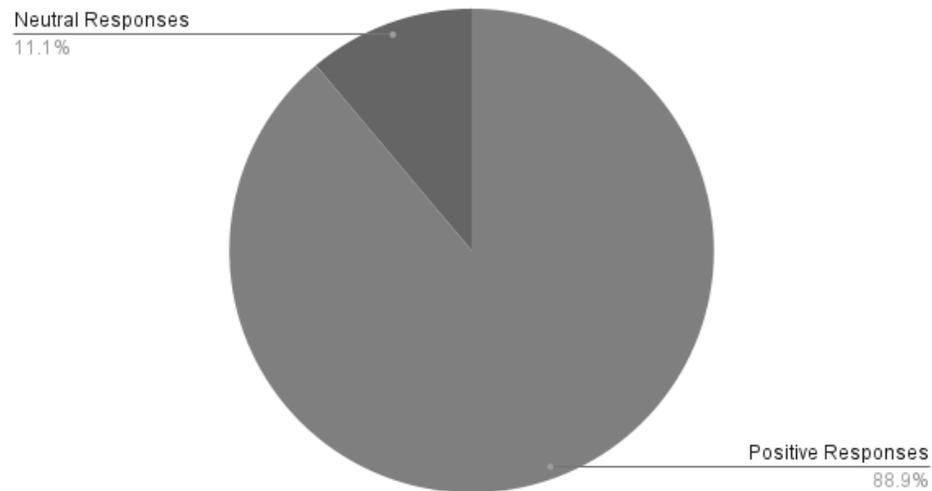


Chart 4.3

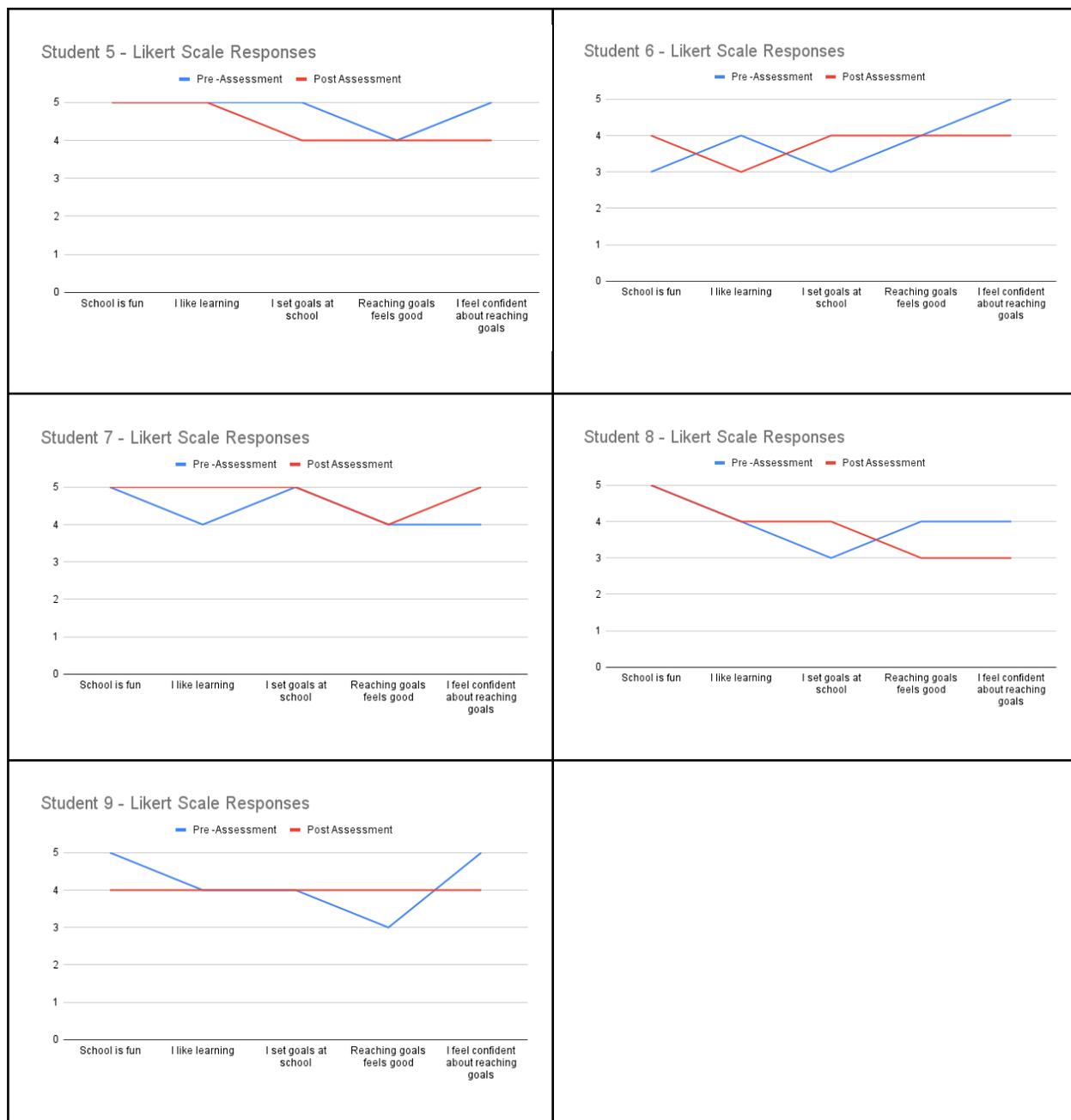
Total Post-Assessment Questions



Post-assessment data were also analyzed in terms of individual students. Since goal setting is a singular endeavor, personal data is valuable in analyzing a change in student behavior. Chart 4.4 shows each student's variations in responses to each question on the Likert scale from pre-assessment to post-assessment. Four students of the nine had either an increase in attitude response or responses remained the same for every question on the survey. The other five of the nine students had at least one question in which their response dipped from strongly agree to agree or agree to neutral.

Chart 4.4





Positive Influence on Student Motivation

After analyzing both qualitative and quantitative data, findings suggest that goal setting may positively influence student motivation in the classroom. Chart 4.1 (above) shows a comparison in answers between the pre-assessment responses and the post-assessment.

Responses for questions one through four resulted in about 89% of the nine students reporting the same or increased attitudes. This left just one student for each question changing their response from either strongly agree to agree or agree to neutral. Nine students answered five questions apiece, resulting in 45 total questions. While 21 responses to questions remained the same, just nine dropped in response, while 15 increased from either neutral responses to agree or agree to strongly agree.

Additionally, comparing Charts 4.2 and 4.3 (above), we can see an increase in overall positive responses from the pre-assessment to the post-assessment. Not only do we see an increase in positive responses, but data show an absence of negative responses altogether. This pre and post-assessment comparison data reveal that an overall increase in students' attitudes toward goal setting and learning may have led to increased motivation.

Charts 3.1, 3.2, and 3.3 (above) display individual student attitudes based on qualitative data collected and whether or not the student completed goals for weeks one through three. Data for Students 1, 2, 6, and 9 showed a positive attitude and motivation about their goals in two of the three weeks having just one "neutral" designation. Of these four students, goals were reached a total number of six times. Data collected from Student 1 revealed a generally positive attitude and demeanor throughout the three-week time frame. According to chart 3.1, Student 1 also appeared to have met their goal at least one out of the three weeks while coming close to completion in the other two weeks (Appendix G). Student 2 had similar findings. While Student 2 reached their goal two out of the three weeks, they were very close during the third week. Student 6 appeared to be motivated by their goal through a positive disposition and, in turn, met their goal one out of three of the weeks. Lastly, Student 9 maintained a positive demeanor

concerning their goal for most of the weeks and met their goal one out of the three weeks (Appendix G).

Positive Influence on Student Academic Performance

While data did not reveal a positive impact of goal setting on academic performance for all students, it did suggest a positive influence for some students involved in the goal-setting process. According to Chart 2.2 in the analysis section, about 56% of students who chose either ELA or math goals chose an academic goal. Of the roughly 56% of goals that were achievement-related and not participation-related, the goal was met about 31% of the time. While this is a relatively small number, it still indicates that there may be a positive connection between goal setting and academic performance in individual students.

Appendix G shows individual goal-setting sheets for the nine students. An example of a positive impact on academic performance can be seen in data from Student 3 in week 2, Student 6 in week 1, and Student 9 in week 1. Each of these students displayed academic goals which were met within those weeks. Additionally, Student 7 did not necessarily reach their academic goals for the week; however, their goal sheets display positive performance indicators.

No Influence on Student Academic Performance or Motivation

Much of the data collected did not definitively point to an increase in either motivation or an increase in academic performance through goal setting. Chart 2.3 above, reveals that only nine of the 27 total goals were met over three weeks. This data suggests that goal setting may not have a positive impact on motivation or academic performance. Analysis from Appendix I and Appendix J were compared to the goal analysis from the weekly goal sheets to determine if the

data aligned with the goals being met in Appendix G. Tables 3.1, 3.2, and 3.3 indicate attitudes from each of the nine students over three weeks. While positive attitudes were recorded, there is also a high volume of neutral attitudes in response to goal setting and data collected from Appendices I and J.

Students who appeared to have more neutral observational data (Appendix I and J) tended to meet their goals in fewer weeks. According to charts 3.1, 3.2, and 3.3, Student 3, Student 4, Student 7, and Student 8 had a neutral attitude for most of the weeks they participated in goal setting. Of the twelve goals set by this group of four students, only two were met. Additionally, Student 5 appeared to be an outlier regarding having both neutral responses and negative responses toward goal setting. This negative response was made note of through observation data for Student 5 (Appendix I). One particular note in Appendix I stated that in weeks one and two Student 5 was overheard making negative jokes about setting a goal.

Additionally, in their interview in week one, when asked if they were learning anything about themselves, Student 5 stated “Not really, I don't care if I really have a goal.” In week two when asked about their goal, Student 5 said “I wanted to do better on 99 math, I guess because I don't really have another goal.” The statement in combination with the lack of enthusiasm in the response could reflect a lack of motivation. Qualitative and quantitative data from the study suggest that for some students, goal setting may have no significant impact on intrinsic motivation or academic performance in the classroom.

Discussion

This small-scale research set out to discover the impacts goal setting had on student motivation and academic success in the classroom. Over the three weeks that S.M.A.R.T goal

interventions were put into place, three main themes were uncovered within the findings. Each of these themes directly aligns with findings from previously researched studies. The first theme within the study revealed that goal-setting within the classroom may have a positive influence on student motivation. The second theme identified was that individual student goal-setting may have a positive influence on student academic achievement. Lastly, the third idea which emerged was that goal-setting may have no direct impact on student motivation or academic success.

After analyzing goal setting data, patterns emerged that associated the use of S.M.A.R.T. goal setting in the classroom with an increase in motivation. In addition to specifically comparing the pre and post-assessment results, observational data from students was used to establish a connection between attitude and goals. Together this data was used to evaluate how student motivation may have been impacted by goal setting.

It appeared throughout the data that providing students with a personal choice of goal also potentially led to a positive attitude and intrinsic motivation. A study completed by Smithson (2012) also measured the impact of goal setting on student motivation and revealed that setting personal goals led to an increased level of motivation within the classroom. Another study completed by Froiland (2018) also concluded that late elementary-aged students who wrote intrinsic goals for themselves saw both academic and motivational benefits in the classroom. Much of the findings from my own small-scale research aligned directly with those of Froiland and Smithson.

The second topic found in the study was the idea that goal setting may impact academic performance within the classroom. A study completed by Sides and Cuevas (2020) also concluded a connection between goal setting and increased academic performance in the classroom. Although specifically dealing with mathematics, in the Sides and Cuevas study,

students also set their own goals and monitored their progress. Results showed that there was a potential connection between the goal-setting procedures and the student academic results.

In this study using S.M.A.R.T goals, many students did not choose an academic goal. However, those who did showed positive results over the three weeks. Of those who chose an academic ELA or math goal, the goal was reached roughly 31% of the time. To specifically evaluate an increase in academic performance through the use of goal setting, a more in-depth study should be conducted. Limiting the selected goals to be exclusively academic may provide a more accurate result for goal-setting on academic performance.

The last theme found within the data was that goal setting may have no definitive impact on students' academic performance or motivation. Similarly, a study conducted by Koenig et al. (2016) found a lack of evidence connecting student academic performance with goal-setting. The results of this study differed from the ideas presented by other studies involving the impact of intrinsic goal setting on motivation and academic performance. The mixed results of my study led to this same lack of concrete connections between goal setting and student success. While the data do not strongly support the connection between goal setting and academic performance, more studies should be conducted to explore a deeper connection.

Conclusion

This mixed-methods study explored how goal setting can help students gain motivation and academic success through intrinsic rewards. Over a three week time-frame, students participated in S.M.A.R.T goal-setting procedures in the classroom. Students began by choosing a S.M.A.R.T. goal that was unique to them and keeping a personal inventory of their thoughts

and feelings about reaching that goal. Quantitative and qualitative data were collected from nine participating students and analyzed to identify connections to motivation and academic success.

Results were mixed among the nine students chosen for the focus group. In some cases, a connection was made between the goal-setting procedures and increased motivational attitudes throughout the three-week time frame. While data from some students showed an interrelatedness to their motivation and academic success, other data revealed that goal setting had very little influence over either of these achievements in the classroom.

More studies should be completed in order to construct a more complete picture of goal setting and S.M.A.R.T. goal interventions with elementary students. While this study suggests a potential benefit to goal setting in the classroom, additional factors should be considered in order to construct a thorough conclusion. Analyzing classroom goal setting can be a challenge due to the individuality of students. Therefore factors such as implementation and execution require more research to establish a definitive confirmation of the influence that goal setting may have on student motivation and performance in the classroom.

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Appendix A

Baseline Data Collection - Distributed as a google form

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. School is fun					
2. I like learning					
3. I set goals for myself at school					
4. Reaching a goal makes me feel good					
5. I feel confident about reaching goals					

Appendix B

Name: _____

This weeks goal is for: (circle one)

Homework

Math

ELA

Organization

Color in the boxes below indicating your goal progress for each day.
(Green - Complete/ Yellow - Almost / Blue - Not there yet)
The write a note in your mindfulness journal.

--	--	--	--	--

Monday

Tuesday

Wednesday

Thursday

Friday

Reflection on this weeks progress (Friday only)

Appendix C

Mindful Thoughts...

Date:

Date:

Date:

Appendix DField Notes: *(Note: names will be inserted in alphabetical order)*

Date:	Individual Student Observations:
Student 1	
Student 2	
Student 3	
Student 4	
Student 5	
Student 6	
Student 7	
Student 8	

Appendix E

Interview Questions Form:

(Note: these notes will be taken after the interview so that students are open to discussions)

How's it going?
Notes about student response:
Tell me about your goal
Notes about student response:
What steps are you taking to reach your goal?
Notes about student response:
How are you feeling about your goal?
Notes about student response:
Are you learning anything about yourself?
Notes about student response:
Do you think your goal is helping you in the classroom?
Notes about student response:

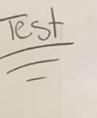
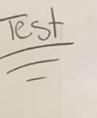
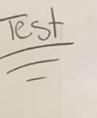
Appendix F

Baseline Observational Data

	Individual Baseline Student Observations:
Student 1	This student displays a positive attitude about school and academic success. Working to increase independent problem-solving. All areas are at or above grade level work. Quiet, friendly, and generally on task. Appeared neutral about goal setting.
Student 2	Student is working toward developing academic and self-control in the classroom. Goal setting was brand new to this student. This student was homeschooled during the pandemic and currently trying to reach grade-level work expectations.
Student 3	A quiet and independent student. Meets grade-level standards. Generally pleasant disposition. Goal setting is something that the student had a positive attitude toward. Organization and participation seem to be something they are working toward.
Student 4	Student shows positive results in school work and motivation. Generally quiet and seemed indifferent about goal setting.
Student 5	Student is very social and generally willing to help out in class. Although social, this student works to find a positive attitude toward school and learning. This student initially seems uninterested in goal setting. Work meets grade-level standards.
Student 6	Student seemed excited and interested in the idea of goal setting. The student generally shows interest in improvement and is motivated by positive results at school. The student is working toward results of school work meeting grade-level expectations. Maintains a generally positive attitude.
Student 7	Student is quiet and reserved. The student did not seem to have a positive or negative response to ideas of goal setting. Student's school work results in meeting grade-level expectations.
Student 8	Student is working toward organization and self-control. Has never participated in goal setting. The student progresses toward grade-level goals.
Student 9	Student shows strength in academic areas in school. The student is working toward organizational skills. Displays a generally positive attitude about learning. Quiet and reserved in the classroom.

Appendix G

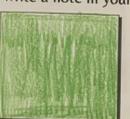
Student 1

<p>homework Math ELA Organization</p> <p>Goal: I want to raise my hand at least 2 times in math class.</p> <p>Color in the boxes below to show your goal progress for each day. (Green - Complete/ Yellow - Almost / Blue - Not there yet) Then write a note in your mindfulness journal.</p> <table border="1"><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Monday</td><td>Tuesday</td><td>Wednesday</td><td>Thursday</td><td>Friday</td></tr></table> <p>Reflection on this weeks progress (Friday only)</p> <p>I did a good job with my goal this week. I didn't get it on Friday because we had a test.</p>						Monday	Tuesday	Wednesday	Thursday	Friday	<p>Week 1</p>
											
Monday	Tuesday	Wednesday	Thursday	Friday							
<p>Homework Math ELA Organization</p> <p>Goal: I want to raise my hand at least 2 times in Science each day this week.</p> <p>Color in the boxes below to show your goal progress for each day. (Green - Complete/ Yellow - Almost / Blue - Not there yet) Then write a note in your mindfulness journal.</p> <table border="1"><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Monday</td><td>Tuesday</td><td>Wednesday</td><td>Thursday</td><td>Friday</td></tr></table> <p>Reflection on this weeks progress (Friday only)</p> <p>Overall, I think I did a really good job on my goal this week. I reached my goal 4 days this week!</p>						Monday	Tuesday	Wednesday	Thursday	Friday	<p>Week 2</p>
											
Monday	Tuesday	Wednesday	Thursday	Friday							

This week's goal is for: (circle one)
Homework **Math** **ELA** **Organization**

Goal: I want to raise my hand 2 times at least in ELA class.

Color in the boxes below to show your goal progress for each day. (Green - Complete/ Yellow - Almost / Blue - Not there yet) Then write a note in your mindfulness journal.

				
Monday	Tuesday	Wednesday	Thursday	Friday

Reflection on this weeks progress (Friday only)
 This week, I think I did a good job with my goal this week. Monday was the only day that I didn't reach my goal!

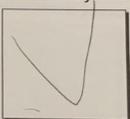
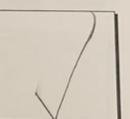
Week 3

Student 2

This week's goal is for: (circle one)
Homework **Math** **ELA** **Organization**

Goal: Do all my homework every day of the week

Color in the boxes below to show your goal progress for each day. (Green - Complete/ Yellow - Almost / Blue - Not there yet) Then write a note in your mindfulness journal.

				
Monday	Tuesday	Wednesday	Thursday	Friday

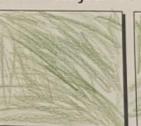
Reflection on this weeks progress (Friday only)
 It was difficult.

Week 1

Homework Math ELA Organization

Goal:
Finish all my homework every day for the next week.

Color in the boxes below to show your goal progress for each day. (Green - Complete/ Yellow - Almost / Blue - Not there yet) Then write a note in your mindfulness journal.

				
Monday	Tuesday	Wednesday	Thursday	Friday

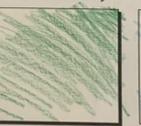
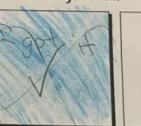
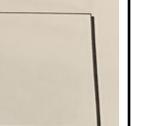
Reflection on this weeks progress (Friday only)
I reached my goal. But some days it was hard

Week 2

Homework Math ELA Organization

Goal:
get on X on the board for every day of the week.

Color in the boxes below to show your goal progress for each day. (Green - Complete/ Yellow - Almost / Blue - Not there yet) Then write a note in your mindfulness journal.

				
Monday	Tuesday	Wednesday	Thursday	Friday

Reflection on this weeks progress (Friday only)
Some days it was hard but I got to the end of my goal.

Week 3

Student 3

This weeks goal is for (circle one)
 Homework Math **ELA** Organization

Goal: To raise my hand during ELA

Color in the boxes below to show your goal progress for each day. (Green - Complete/ Yellow - Almost / Blue - Not there yet) Then write a note in your mindfulness journal.

				
Monday	Tuesday	Wednesday	Thursday	Friday

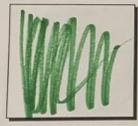
Reflection on this weeks progress (Friday only)
 My goal really helped me. When I did this last week I couldn't raise my hand but now remembering this goal I did it!

Week 1

Homework Math ELA **Organization**

Goal: To have the correct things when switching classes.

Color in the boxes below to show your goal progress for each day. (Green - Complete/ Yellow - Almost / Blue - Not there yet) Then write a note in your mindfulness journal.

				
Monday	Tuesday	Wednesday	Thursday	Friday

Reflection on this weeks progress (Friday only)
 I'm am very happy for myself. I love finishing things to make and begin bigger things/Goals.

Week 2

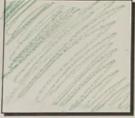
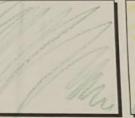
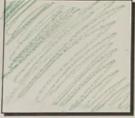
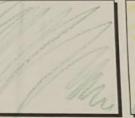
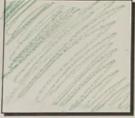
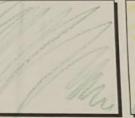
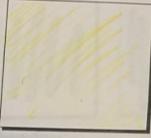
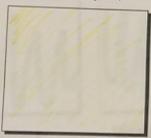
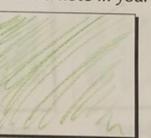
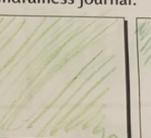
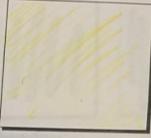
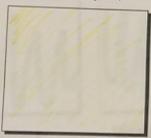
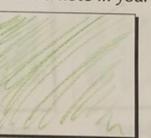
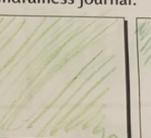
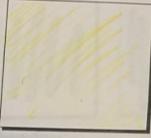
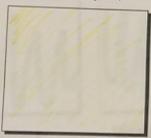
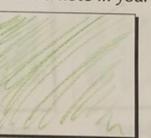
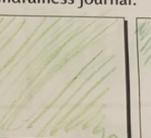
Homework <u>Math</u> ELA Organization				
Goal: Participate more in math like raising my hand.				
Color in the boxes below to show your goal progress for each day. (Green - Complete/ Yellow - Almost / Blue - Not there yet) Then write a note in your mindfulness journal.				
Monday	Tuesday	Wednesday	Thursday	Friday
Reflection on this weeks progress (Friday only)				
I didn't do so good, I need to work harder and raise my hand more.				
I didn't do so good, I need to work harder and raise my hand more.				

Week 3

Student 4

Homework <u>Math</u> ELA Organization				
Goal: I want all of my exit tickets to be correct for the entire week				
Color in the boxes below to show your goal progress for each day. (Green - Complete/ Yellow - Almost / Blue - Not there yet) Then write a note in your mindfulness journal.				
Monday	Tuesday	Wednesday	Thursday	Friday
Reflection on this weeks progress (Friday only)				

Week 1

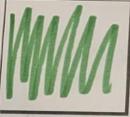
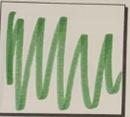
<p style="text-align: center;">Homework Math ELA Organization</p> <p>Goal: To get all 4s on my exit tickets.</p> <hr/> <hr/> <p>Color in the boxes below to show your goal progress for each day. (Green - Complete/ Yellow - Almost / Blue - Not there yet) Then write a note in your mindfulness journal.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> <tr> <td>Monday</td> <td>Tuesday</td> <td>Wednesday</td> <td>Thursday</td> <td>Friday</td> </tr> </table> <p>Reflection on this weeks progress (Friday only)</p> <p>I feel like this goal was to easy now that we are actually doing them. Next week I hope to have a challenging goal.</p> <hr/> <hr/>						Monday	Tuesday	Wednesday	Thursday	Friday	<p>Week 2</p>
											
Monday	Tuesday	Wednesday	Thursday	Friday							
<p style="text-align: center;">Homework Math ELA Organization</p> <p>Goal: To raise my hand 5 times in ELA!</p> <hr/> <hr/> <p>Color in the boxes below to show your goal progress for each day. (Green - Complete/ Yellow - Almost / Blue - Not there yet) Then write a note in your mindfulness journal.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> <tr> <td>Monday</td> <td>Tuesday</td> <td>Wednesday</td> <td>Thursday</td> <td>Friday</td> </tr> </table> <p>Reflection on this weeks progress (Friday only)</p> <p>This week I think I did mostly good. Next week I will do the same goal until I get all green!</p> <hr/> <hr/>						Monday	Tuesday	Wednesday	Thursday	Friday	<p>Week 3</p>
											
Monday	Tuesday	Wednesday	Thursday	Friday							

Student 5

Homework Math ELA Organization

Goal: I want to keep my desk organized all week.

Color in the boxes below to show your goal progress for each day. (Green - Complete/ Yellow - Almost / Blue - Not there yet) Then write a note in your mindfulness journal.

				
Monday	Tuesday	Wednesday	Thursday	Friday

Reflection on this weeks progress (Friday only)
My desk was VERY messy but it got very clean.

Week 1

Homework Math ELA Organization

Goal: Get a higher 99 math score at least 1000 keep getting in the 1000s by the end of the week I want to reach 1000.

Color in the boxes below to show your goal progress for each day. (Green - Complete/ Yellow - Almost / Blue - Not there yet) Then write a note in your mindfulness journal.

yellow	None	None	None	None
Monday	Tuesday	Wednesday	Thursday	Friday

Reflection on this weeks progress (Friday only)
I was so close to getting there I feel like I was going to get there this week but we only did this Monday.

Week 2

Homework Math ELA Organization

Goal: My S.M.A.R.T goal again is to get a higher 99 math score but I will have the score be 900 instead of 1000

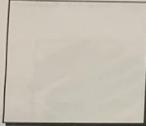
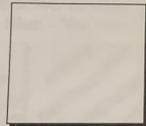
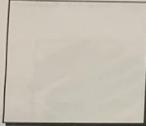
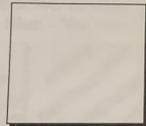
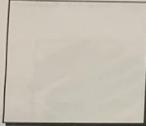
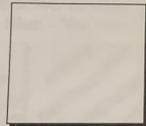
Color in the boxes below to show your goal progress for each day. (Green - Complete/ Yellow - Almost / Blue - Not there yet) Then write a note in your mindfulness journal.

None	yellow 600	None	yellow 800	
Monday	Tuesday	Wednesday	Thursday	Friday

Reflection on this weeks progress (Friday only)

Week 3

Student 6

<p style="text-align: center;">Homework Math ELA Organization</p> <p>Goal: To raise my test grade into 90's or to get to an my exit ticket. Or pay more attention in class</p> <p>Color in the boxes below to show your goal progress for each day. (Green - Complete/ Yellow - Almost / Blue - Not there yet) Then write a note in your mindfulness journal.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> <tr> <td>Monday</td> <td>Tuesday</td> <td>Wednesday</td> <td>Thursday</td> <td>Friday</td> </tr> </table> <p style="text-align: center;">Reflection on this weeks progress (Friday only)</p> <p>I met my goal</p>						Monday	Tuesday	Wednesday	Thursday	Friday	<p>Week 1</p>
											
Monday	Tuesday	Wednesday	Thursday	Friday							
<p style="text-align: center;">Homework Math ELA Organization</p> <p>Goal: To get 3 answers right every day</p> <p>Color in the boxes below to show your goal progress for each day. (Green - Complete/ Yellow - Almost / Blue - Not there yet) Then write a note in your mindfulness journal.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> <tr> <td>Monday</td> <td>Tuesday</td> <td>Wednesday</td> <td>Thursday</td> <td>Friday</td> </tr> </table> <p style="text-align: center;">Reflection on this weeks progress (Friday only)</p> <p>I think that I did pretty good but I did not meet my goal.</p>						Monday	Tuesday	Wednesday	Thursday	Friday	<p>Week 2</p>
											
Monday	Tuesday	Wednesday	Thursday	Friday							

Homework	Math	ELA	Organization	
Goal: To raise my hand 2x in class				
Color in the boxes below to show your goal progress for each day. (Green - Complete/ Yellow - Almost / Blue - Not there yet) Then write a note in your mindfulness journal.				
				
Monday	Tuesday	Wednesday	Thursday	Friday
Reflection on this weeks progress (Friday only)				
I felt really good about my goal and this helped me.				

Student 7

Homework	Math	ELA	Organization	
Goal: Get a 900 on 99 math.				
Color in the boxes below to show your goal progress for each day. (Green - Complete/ Yellow - Almost / Blue - Not there yet) Then write a note in your mindfulness journal.				
				
Monday	Tuesday	Wednesday	Thursday	Friday
Reflection on this weeks progress (Friday only)				
This goal did not help me because I did not have 99 math.				

<p style="text-align: center;">homework math ELA Organization</p> <p>Goal: Get all the questions correct on my math homework.</p> <p>Color in the boxes below to show your goal progress for each day. (Green - Complete/ Yellow - Almost / Blue - Not there yet) Then write a note in your mindfulness journal.</p> <table border="1"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Monday</td> <td>Tuesday</td> <td>Wednesday</td> <td>Thursday</td> <td>Friday</td> </tr> </table> <p>Reflection on this weeks progress (Friday only)</p> <p>I thought I did good. This helped me and to stay focused on my homework and to take time on it.</p>						Monday	Tuesday	Wednesday	Thursday	Friday	<p>Week 2</p>
											
Monday	Tuesday	Wednesday	Thursday	Friday							
<p style="text-align: center;">Homework Math ELA Organization</p> <p>Goal: Get my math and reading log all correct</p> <p>Color in the boxes below to show your goal progress for each day. (Green - Complete/ Yellow - Almost / Blue - Not there yet) Then write a note in your mindfulness journal.</p> <table border="1"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Monday</td> <td>Tuesday</td> <td>Wednesday</td> <td>Thursday</td> <td>Friday</td> </tr> </table> <p>Reflection on this weeks progress (Friday only)</p> <p>I thought this goal helped me pay more attention to what I did on my homework.</p>						Monday	Tuesday	Wednesday	Thursday	Friday	<p>Week 3</p>
											
Monday	Tuesday	Wednesday	Thursday	Friday							

Student 8

Homework Math ELA Organization

Goal: I want to organize my folders every time after recess

Color in the boxes below to show your goal progress for each day. (Green - Complete/ Yellow - Almost / Blue - Not there yet) Then write a note in your mindfulness journal.

Monday	Tuesday	Wednesday	Thursday	Friday

Reflection on this weeks progress (Friday only)

I feel like I kind of did good this week. I also feel like it pushed me to organize my desk. More than I did before. I feel like it makes me stop think of how much I clutter my desk.

Week 1

Homework Math ELA Organization

Goal: My goal is to keep my desk organized

Color in the boxes below to show your goal progress for each day. (Green - Complete/ Yellow - Almost / Blue - Not there yet) Then write a note in your mindfulness journal.

Monday	Tuesday	Wednesday	Thursday	Friday

Reflection on this weeks progress (Friday only)

I think my desk is more clean and more organized.

Week 2

Homework Math ELA Organization

Goal: To keep my desk clean for this week.

Color in the boxes below to show your goal progress for each day. (Green - Complete/ Yellow - Almost / Blue - Not there yet) Then write a note in your mindfulness journal.

Monday	Tuesday	Wednesday	Thursday	Friday

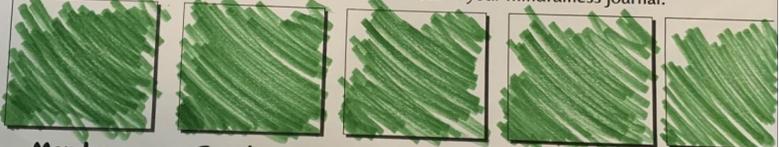
Reflection on this weeks progress (Friday only)

I feel like I got better at keeping my desk organized.

Week 3

Student 9

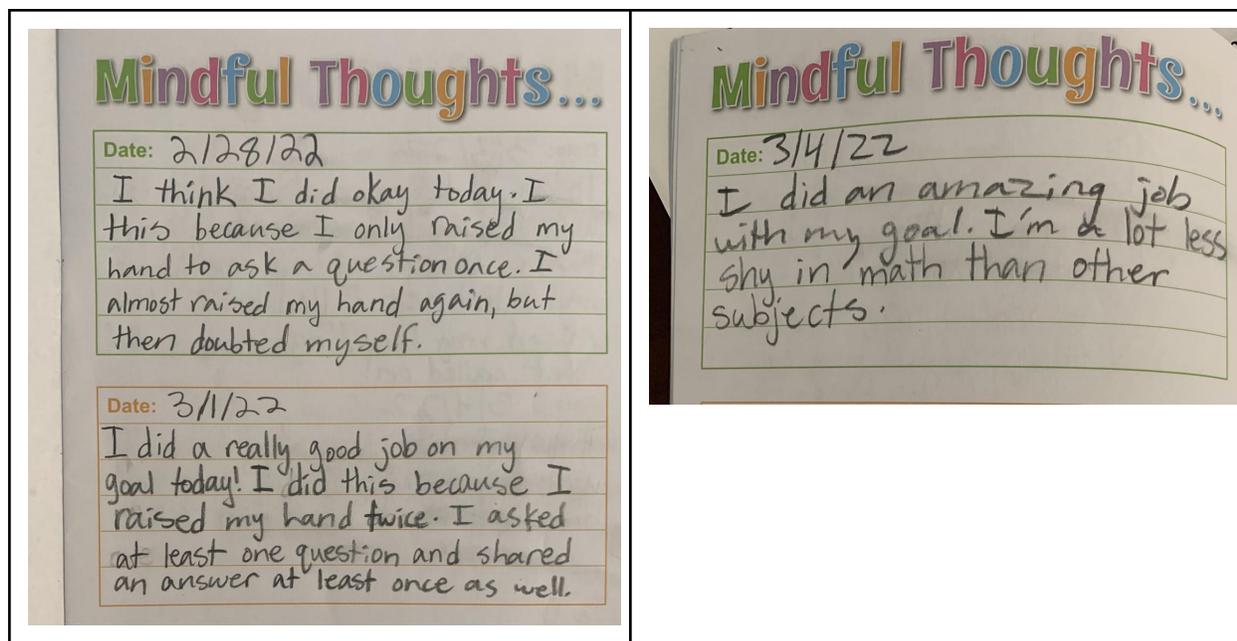
<p style="text-align: center;">Homework Math ELA Organization</p> <p>Goal: Get all 4's on my exits in Math.</p> <hr/> <p>Color in the boxes below to show your goal progress for each day. (Green - Complete/ Yellow - Almost / Blue - Not there yet) Then write a note in your mindfulness journal.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  Monday </div> <div style="text-align: center;">  Tuesday </div> <div style="text-align: center;">  Wednesday </div> <div style="text-align: center;">  Thursday </div> <div style="text-align: center;">  Friday </div> </div> <p style="text-align: center;">Reflection on this weeks progress (Friday only)</p> <p style="text-align: center;">I did it!!! 😊</p>	<p>Week 1</p>
<p style="text-align: center;">Homework Math ELA Organization</p> <p>Goal: To do all of my homework by the end of the week/month</p> <hr/> <p>Color in the boxes below to show your goal progress for each day. (Green - Complete/ Yellow - Almost / Blue - Not there yet) Then write a note in your mindfulness journal. <i>Red - incomplete!</i></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  Monday </div> <div style="text-align: center;">  Tuesday </div> <div style="text-align: center;">  Wednesday </div> <div style="text-align: center;">  Thursday </div> <div style="text-align: center;">  Friday </div> </div> <p style="text-align: center;">Reflection on this weeks progress (Friday only)</p> <p>I didn't do it Wednesday bc I was hanging out with my family bc it was my Cousins b-day (always comes first). Then today (Friday) it got ruined by water but that wasn't my fault bc my brother spilt it on my Math homework.</p>	<p>Week 2</p>

<p>Homework <u>Math</u> ELA Organization</p> <p>Goal: Do all my Math homework!</p>	Week 3
<p>Color in the boxes below to show your goal progress for each day. (Green - Complete/ Yellow - Almost Blue - Not there yet) Then write a note in your mindfulness journal.</p>	
	
<p>Monday Tuesday Wednesday Thursday Friday</p> <p>Reflection on this weeks progress (Friday only)</p> <p>I did great and I'm proud of myself SO thank you Mrs. Leffer! an awesome teacher! Leffer! you will be</p>	

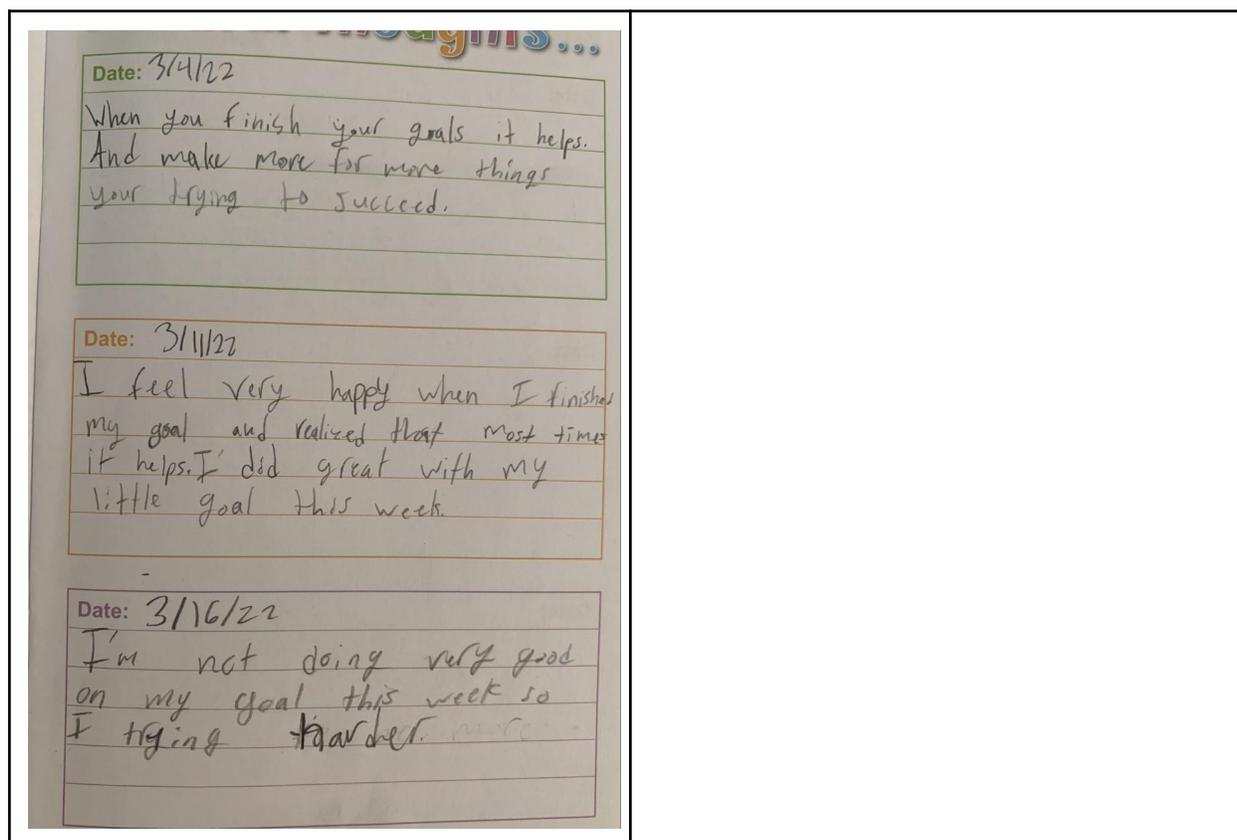
Appendix H

Samples of student daily journals - These were used loosely throughout the three weeks due to time constraints. Some students did not complete as thoroughly.

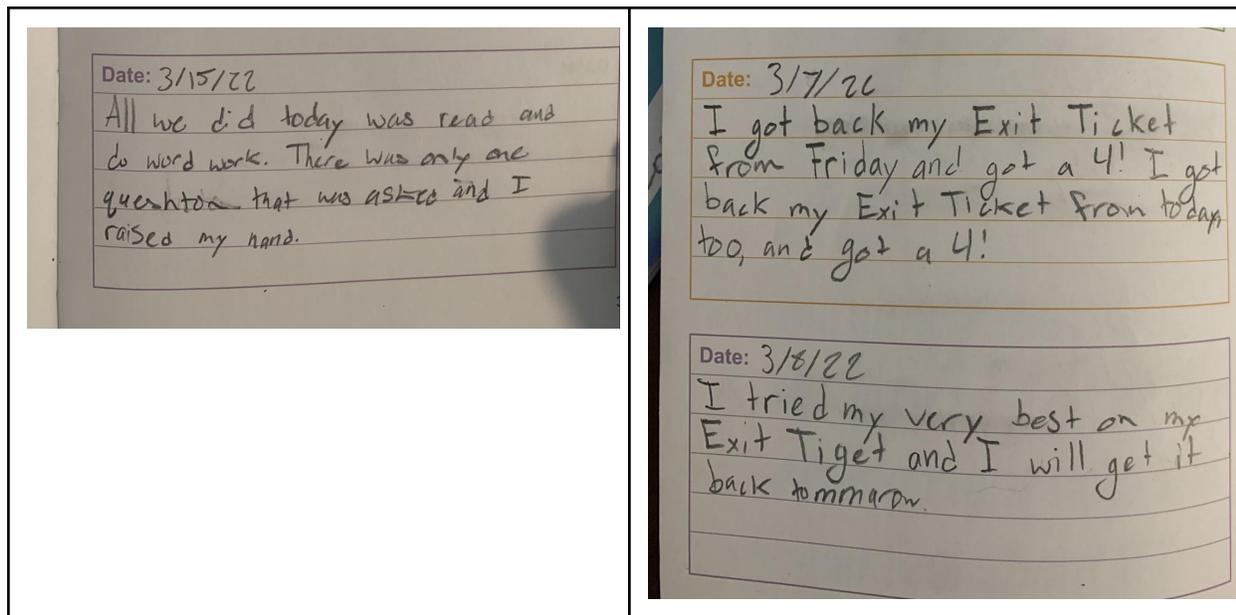
Student 1:



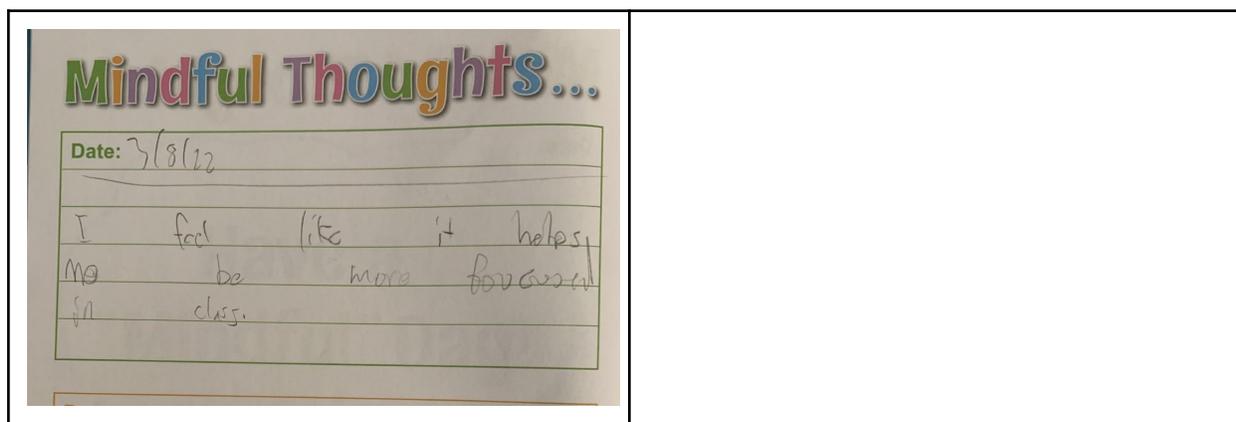
Student 3:



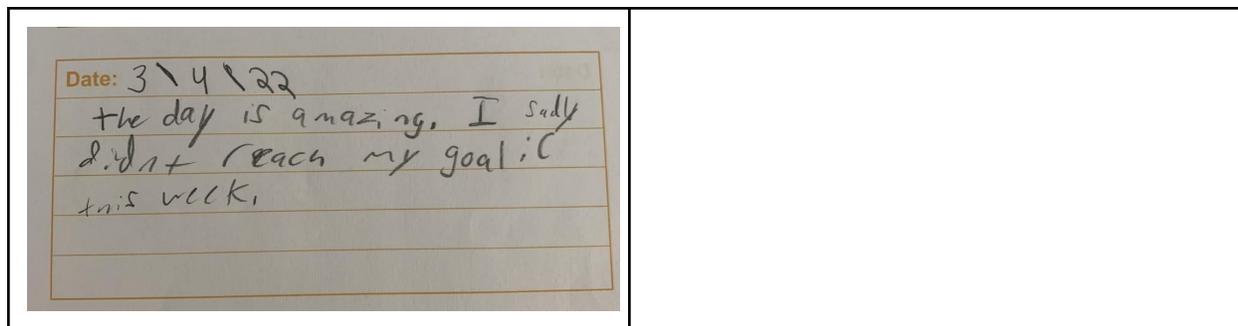
Student 4:



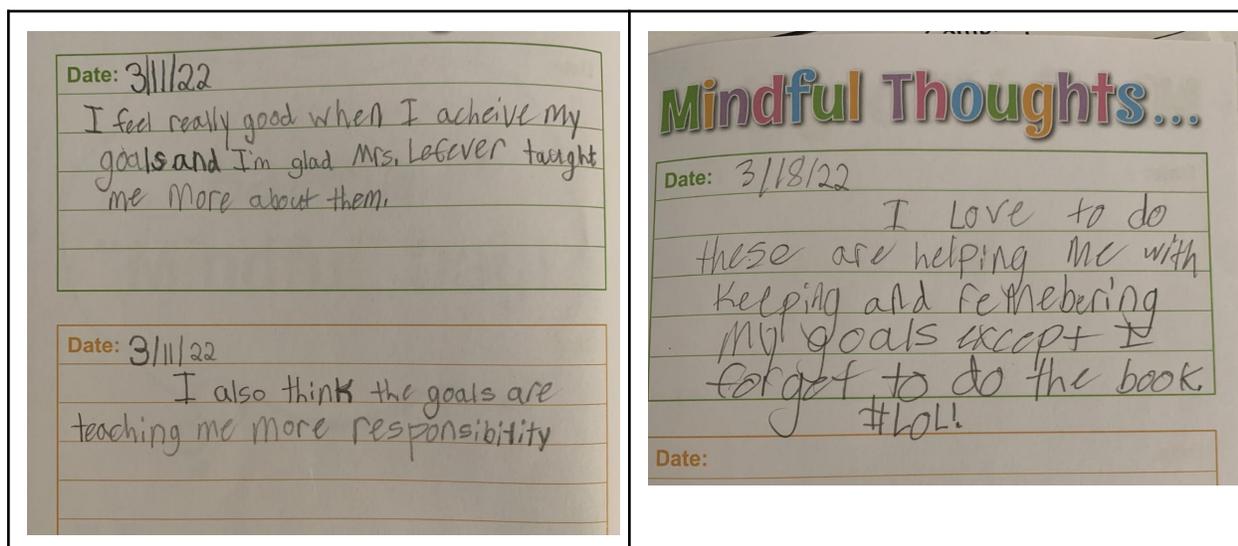
Student 7:



Student 8:



Student 9:



Appendix I

Observational Data

Date:	Individual Student Observations:
Student 1	Week 1: The student set a goal in math and is very positive about meeting their goal. She appeared a bit stressed about creating the goal but has been diligent about checking in with it daily.
	Week 2: The student appeared outwardly stressed, asking questions about meeting the goal. They still seem happy and excited to be on the way to completing the goal but also worried. Did not reach the goal on Monday but did not let it discourage progress.

	<p>Week 3: The student did not reach the goal on the day it was set but continued as with the past two weeks with a positive attitude. Seems to be both stressed and motivated to check-in and be successful.</p>
Student 2	<p>Week 1: Student was very positive and excited about trying to have a goal. Student has been pulling out their goal sheet multiple times a day to look and see how they are doing. Overheard this student discussing their goal with another student in an excited manner. This student further decided to take this little goal and add to it. This student mentioned that if they get this goal, they want to get student of the week soon.</p>
	<p>Week 2: Student was still on track to reach the goal. Student continually reminds the teacher that they have met their goal. Checks in every morning with students around them about their goal.</p>
	<p>Week 3: Student is well on the way to meeting a goal. Seems motivated throughout the entire day to get an “x” on the board. This means that they have exhibited some sort of behavior that was that of a leader. The student thrives off of praise for meeting personal goals. Student continues to set little goals outside of this goal-setting.</p>
Student 3	<p>Week 1: The student was very quiet all week. They seemed to be focused on completing the goal but also very stoic. It was hard to tell their feelings about their goal in the classroom.</p>
	<p>Week 2: Student seemed motivated to be ready for classes this week. I consistently check to see if they are taking steps to meet their goal and although quiet and reserved, appear to be internally checking to see that they are meeting the goal. The student does not converse with neighbors about the goal and I have not heard them verbally discuss it.</p>
	<p>Week 3: Student was once again very quiet this week. It was very hard to tell how they were feeling about their goal. Student is generally quiet and although I see them checking the status of their goal daily, they are not showing interest outside of the required check-in.</p>
Student 4	<p>Week 1: Students created a goal that appears to be created only because it was asked of them. They seemed to have chosen this goal because it was used as an example during one of the goal lessons. Generally, this student doesn't engage with their peers much in class. The goal setting is the same. Very quiet and checking in only when required.</p>
	<p>Week 2: This student has not expressed any interest in sharing their goal. Additionally, the student is completing the goal sheet but really not going above and beyond or appears to have any change in routine.</p>

	<p>Week 3: The seems more engaged with the goal this week. I see them checking in with it when required but with no specific motivation. During the class share, they mentioned that they don't think goal setting has helped much.</p>
Student 5	<p>Week 1: This student seems less engaged in goal setting. I have heard them make jokes to classmates several times about setting goals. This student also commented about not liking school several times while taking the baseline data collection survey.</p>
	<p>Week 2: Last week the goal sheet of this student said they reached their goal and seemed positive. However, the student made several remarks this week about goal setting not helping them. I heard them mention trying to beat their math score, which I believe is the goal this week.</p>
	<p>Week 3: The student is checking in with their goal when required. I have not seen or heard this student say much about their goal this week. They appear more indifferent toward reaching their goal.</p>
Student 6	<p>Week 1: The student said they have only set a goal in sports. Once the student gained an understanding of SMART goals, they seemed excited to try and reach the goal. I have seen this student check their goal sheet or talk about their goal several times to teachers and other students.</p>
	<p>Week 2: The student seems a bit discouraged with their goal this week. They are trying very hard to accomplish the goal however seem a little stressed about it. They are anxious to meet the goal and check in often.</p>
	<p>Week 3: The student set a goal this week that seemed more attainable. This student appeared frustrated last week and seems to be in better spirits this week about reaching their goal. I have overheard the student talking to my host teacher about their goal on several occasions. This student is on track to meet their goal this week.</p>
Student 7	<p>Week 1: This student is generally quiet and reserved. I have never heard them verbally ask any peers about their goals but have asked me questions about filling out their goal sheet. The student seems fairly neutral about setting goals. They are not showing much excitement either way.</p>
	<p>I found out that the goal this student set wasn't met because they did not use the program in math this week that he was trying to accomplish</p>
	<p>Week 2: The student again was very quiet and has not said much verbally about their goal this week. They are filling in their goal sheet as required and are on top of doing this in a timely manner. Their goal this week is attainable and self-challenging.</p>

	<p>Week 3: The student set a similar goal to last week. The student does not seem visually motivated by their goal, however, I did see them check in several times and mention to me once that they reached their goal.</p>
Student 8	<p>Week 1: The student shows excitement about goal setting but has to work hard to remember to fill out the sheet. This student set an organizational goal that is appropriate for them. When asked directly about their goal, the student seemed motivated, however, it is not apparent that they are checking in daily.</p>
	<p>Week 2: The student appears indifferent about their goal. I cannot tell one way or another if they are motivated by having a goal. This student hasn't really mentioned the goal this week.</p>
	<p>Week 3: I had to remind the student twice this week to complete their goal sheet. This student still appears indifferent about having a goal.</p>
Student 9	<p>Week 1: This student seems very motivated by having a goal. They have mentioned their goal to me several times and have been proud of themselves daily for reaching it. I see that their demeanor is positive in the classroom.</p>
	<p>Week 2: The student was very motivated by their goal up until today. The student mentioned that even though they had a goal, they had other things that they needed to do the night before which prevented them from getting homework done. Overall, this did not discourage them but the goal didn't seem to motivate them.</p>
	<p>Week 3: The student seems in good spirits this week. They have mentioned twice that they were on track to completing their goal this week. I overheard this student telling a peer that they were almost done with their goal sheet and asking the other student if they accomplished theirs yet.</p>

Appendix J

Student Interview notes:

Student 1:

How's it going?
<p>Notes about student response:</p> <p>Week 1 (3/4): "Good, I think"</p> <p>Week 2 (3/11): Student responded that their day was going well and they were happy it was Friday</p> <p>Week 3 (3/18): "good" - general response per usual</p>
Tell me about your goal
<p>Notes about student response:</p> <p>Week 1 (3/4): Student mentioned that met their goal on because Friday didn't count because of a math test. Student said that she thought it helped talk during class because they don't like doing that.</p> <p>Week 2 (3/11): Made it the same as last week except for in ELA/Science instead of math class.</p> <p>Week 3 (3/18): Student said that they really liked having a goal to participate so they did the same goal this week.</p>
What steps are you taking to reach your goal?
<p>Notes about student response:</p> <p>Week 1 (3/4): Student didn't really know how to answer this question so I asked why they made this their goal. The student said that they get nervous talking in front of everyone so they thought it would help with that.</p> <p>Week 2 (3/11): Just trying to raise hand in class.</p> <p>Week 3 (3/18): Taking the same steps as last week.</p>
How are you feeling about your goal?
<p>Notes about student response:</p> <p>Week 1 (3/4): The student said they were glad they made this their goal and thought they might do the same thing next week.</p> <p>Week 2 (3/11): Only raised hand once on Monday but met goal the other days of the week. Student seemed proud of this accomplishment.</p> <p>Week 3 (3/18): Students said that they are feeling really great about getting their goals each week. Said they want to keep making these goals even when we are done.</p>

Are you learning anything about yourself?

Notes about student response:

Week 1 (3/4): Student said that they were learning that they feel good when they participate in class.

Week 2 (3/11): Student went on to talk about how they normally don't like to raise their hand even though they know the answer. They said that having a goal to raise either hand gave more of a reason to actually answer questions.

Week 3 (3/18): Student said that they are less afraid to ask questions when they are confused.

Do you think your goal is helping you in the classroom?

Notes about student response:

Week 1 (3/4): "yes, I think so"

Week 2 (3/11): Student mentioned that sometimes she feels like she can do better after class, and having the goal helps her participate.

Week 3 (3/18): Student said yes and they like setting this goal.

Student 2:

How's it going?

Notes about student response:

Week 1 (3/4): Student enthusiastically said: "great"

Week 2 (3/11): I did all my homework - paraphrase

Week 3 (3/18): Awesome, I got an "x" on the board every day this week (Paraphrase)

Tell me about your goal

Notes about student response:

Week 1 (3/4): I need to do my homework every day (paraphrase)

Week 2 (3/11): I wanted to do all of my homework again this week (smiling)

Week 3 (3/18): Student said that they like getting an "x": on the board and it feels good to get to go up and write it on there.

What steps are you taking to reach your goal?

Notes about student response:

Week 1 (3/4): Student said they were doing homework right when they got home instead of waiting.

Week 2 (3/11): The student said that they were trying to get more homework done and work at school done so they had less homework.

Week 3 (3/18): Student said they were listening to the teacher and following directions.

How are you feeling about your goal?

Notes about student response:

Week 1 (3/4): I wanted to reach it and tell my Mom and Dad (Paraphrase)

Week 2 (3/11): “Good, I got it all week”

Week 3 (3/18): The student said they were trying to stay on task and do everything the teacher was asking.

Are you learning anything about yourself?

Notes about student response:

Week 1 (3/4): Student had no idea how to answer this question so we skipped it

Week 2 (3/11): Student didn't know what to say, just that they could finish their homework.

Week 3 (3/18): “ I like getting “x’s”.”

Do you think your goal is helping you in the classroom?

Notes about student response:

Week 1 (3/4): Student said that it was helping them be ready in the morning and want to hand in their homework instead of forgetting and getting in trouble.

Week 2 (3/11): “Yes, I had my homework”

Week 3 (3/18):The student said that it was helping them stay focused on doing the right thing.

Student 3:

How's it going?

Notes about student response:

Week 1 (3/4): Student was quiet this morning so I engaged in a conversation about how their morning was going

before talking about goal setting. They said they were not excited to come to school today and couldn't wait for the end of the day.

Week 2 (3/11): "It's going great, it's my mom's birthday"

Week 3 (3/18): Student was quiet and reserved today, just responded with "good"

Tell me about your goal

Notes about student response:

Week 1 (3/4): I want to do more work in ELA so I want to raise my hand more - paraphrase

Week 2 (3/11): Student mentioned that it was going well and it was a reminder for them to be reading for their next class.

Week 3 (3/18): Student said that they didn't reach their goal and weren't very happy about it. (seemed down on themselves)

What steps are you taking to reach your goal?

Notes about student response:

Week 1 (3/4): I was trying to remember last week because when we tried out a goal for the week I didn't do that well so I just tried to remind myself to raise my hand - paraphrase

Week 2 (3/11): Student said that each day before they switched classes they looked at their goal sheet to remind themselves.

Week 3 (3/18): Student said that they didn't really know answers in math so didn't want to raise their hand so that wasn't helping.

How are you feeling about your goal?

Notes about student response:

Week 1 (3/4): It helped me and I got it all but one day. - paraphrase

Week 2 (3/11): I got in everyday this week, I will remind myself today since it's the last day so I got it all week - paraphrase

Week 3 (3/18): I didn't get it and that's annoying - paraphrase

Are you learning anything about yourself?

Notes about student response:

Week 1 (3/4): "That I like having a goal"

Week 2 (3/11): I can actually reach a goal and I can remember to do it - paraphrase

Week 3 (3/18): This week I didn't because I didn't get the goal (I then told the student that you can still learn things about yourself) The student said something to the effect of, I learned I won't reach it every time.

Do you think your goal is helping you in the classroom?

Notes about student response:

Week 1 (3/4): "Good, I think"

Week 2 (3/11): Student responded that their day was going well and they were happy it was Friday

Week 3 (3/18): skipped this question

Student 4:

How's it going?

Notes about student response:

Week 1 (3/4): "Well" - Student is generally very quiet so I had to ask a few more questions about their day before getting them to open up

Week 2 (3/11): "Good, I am glad its the weekend, I have dance"

Week 3 (3/18): "Good" - Student is very quiet and hard to get a read on sometimes. Generally sticks to themselves and today they were reading independently and maybe I interrupted.

Tell me about your goal

Notes about student response:

Week 1 (3/4): I wanted to get all of my exit tickets right this week in math. - paraphrase

Week 2 (3/11): "I did the same goal as last week because we didn't have an exit ticket every day"

Week 3 (3/18): I wanted to raise my hand more in ELA. I thought that I would pay more attention if I set that as my goal this week. Sometimes I get tired and zone out, so I didn't want to do that - paraphrase.

What steps are you taking to reach your goal?

Notes about student response:

Week 1 (3/4): "trying to listen in class so I can get the answers"

Week 2 (3/11): The same as last week. Student said that they were just trying to pay attention so they knew the answers.

Week 3 (3/18): "Just not zoning out in class, I think it's helping"

How are you feeling about your goal?
Notes about student response: Week 1 (3/4): Not really that good because we haven't had an exit ticket every day - paraphrase Week 2 (3/11): Well we had more exit tickets this week and I did good on most of them so I feel good - paraphrase Week 3 (3/18): "good"
Are you learning anything about yourself?
Notes about student response: Week 1 (3/4): "Not really" - I asked the student if they had ever set goals for themselves before and they said that they do sometimes but they don't really help at all. Week 2 (3/11): "No, not really" - Week 3 (3/18): "I think you asked me this last week, I don't really think i'm learning anything about myself, I don't think having a goal helps me but I keep trying it"- paraphrase
Do you think your goal is helping you in the classroom?
Notes about student response: Week 1 (3/4): "Not really" Week 2 (3/11): Maybe pay more attention, but I always like to pay attention. - Paraphrase Week 3 (3/18): skipped this question

Student 5:

How's it going?
Notes about student response: Week 1 (3/4): "Good, how's it going for you" - went on to ask student about their morning Week 2 (3/11): "It's going, are you going to ask me about my goal?" - paraphrase Week 3 (3/18): "It's ok, I cant believe it's your last day, we are going to miss you next week" - Student and I had a conversation about me coming back after my next student teaching and how I've loved being in this class.

Tell me about your goal

Notes about student response:

Week 1 (3/4): "I wanted to keep my desk clean this week" - I asked the student how they decided if it was clean or not and they said they knew it was clean if they could find everything right away.

Week 2 (3/11): "I wanted to do better on 99 math i guess because I don't really have another goal" - paraphrase

Week 3 (3/18): I did the same goal as last week because I almost got it. - paraphrase

What steps are you taking to reach your goal?

Notes about student response:

Week 1 (3/4): "Trying to put things back where they belong after each subject."

Week 2 (3/11): Student said they try and focus more when they do their 99 math problems in the beginning of math.

Week 3 (3/18): Same thing as last week, I am just trying harder to get it - paraphrase

How are you feeling about your goal?

Notes about student response:

Week 1 (3/4): "Good I think, I can't decide if its easy or not" - paraphrase

Week 2 (3/11): I almost go there, I wanted to get a 1000 but I was so close and didn't get it - paraphrase

Week 3 (3/18): skipped this question

Are you learning anything about yourself?

Notes about student response:

Week 1 (3/4): "Not really, I don't care if i really have a goal"

Week 2 (3/11): Not really.

Week 3 (3/18): I guess that I can almost get my goal. - paraphrase

Do you think your goal is helping you in the classroom?

Notes about student response:

Week 1 (3/4): I asked the student if they have ever set a goal in class before and they said no and didn't really want to but they needed to clean their desk so that was good.

Week 2 (3/11): Skipped this question

Week 3 (3/18): Maybe it's helping me work on my math - paraphrase

Student 6:

How's it going?

Notes about student response:

Week 1 (3/4): "It's Friday!" - Student was excited to tell me about weekend plans so we chatted for a bit before moving on

Week 2 (3/11): Student was enthusiastic to tell me about a sports event this weekend and said they were very excited that it was Friday.

Week 3 (3/18): Its going good, I got my goal this week - the student was very excited to tell me this.

Tell me about your goal

Notes about student response:

Week 1 (3/4): I want to get better on my math exit tickets. I wanted to get them all right this week.

Week 2 (3/11): I don't really do a lot in ELA so I want to participate more. - I chatted with this student earlier in the week and we made their goal more specific. " I wanted to answer questions right so I had to pay attention."

Week 3 (3/18): I think it helped me focus on math when I was in class - paraphrase

What steps are you taking to reach your goal?

Notes about student response:

Week 1 (3/4): Trying to get all the answers right. - paraphrase. I went on to ask the student if they were paying attention more in class and they said "kind of"

Week 2 (3/11): "Paying attention more?" - I asked the student if that was a question or a statement and they giggled, I think they were unsure how to answer but their answer made sense.

Week 3 (3/18): skipped this

How are you feeling about your goal?

Notes about student response:

Week 1 (3/4): I think it was good because I want to do better in math. - paraphrase

Week 2 (3/11): Skipped this question

Week 3 (3/18): I am so happy that I reached it on your last week - paraphrase

Are you learning anything about yourself?

Notes about student response:

Week 1 (3/4): "I think so", the student went on to say that they liked having a goal this week and they thought about it when they were doing their math.

Week 2 (3/11): I think so but I didn't really get it. - I asked if they meant that they didn't reach their goal and they said yes.

Week 3 (3/18): "I think that I do better when I set a goal, are we going to keep doing this?" - I talked about how even if they aren't doing it in class, they can still do it themselves and we found a spot in their homework agenda where they can set a goal.

Do you think your goal is helping you in the classroom?

Notes about student response:

Week 1 (3/4): They kind of answered this in the previous question so I skipped this.

Week 2 (3/11): "Maybe" - we talked about what goal they may set next week.

Week 3 (3/18): "Yes!"

Student 7:

How's it going?

Notes about student response:

Week 1 (3/4): "It's good" - chatted with the student about a sport they like

Week 2 (3/11): Student responded with good again, this student is very quiet and shy.

Week 3 (3/18): "Good, I'm going to my Dads this weekend."

Tell me about your goal

Notes about student response:

Week 1 (3/4): I wanted to get 900 on 99 Math. - paraphrase

Week 2 (3/11): Since we didn't do 99 math last week I made it different. - paraphrase. "I wanted to get all the questions right on my homework"

Week 3 (3/18): Since I got math right and I spelled something wrong on my reading log last week, I want edot get my reading log right this week too. - paraphrase - Student said they don't like getting things wrong and we talked about how it's ok to get things wrong and that's how we learn.

What steps are you taking to reach your goal?

Notes about student response:

Week 1 (3/4): I asked the student if they have ever set a goal in class before and they said no and didn't really want to but they needed to clean their desk so that was good.

Week 2 (3/11): Trying to take more time when I do it so that they are right. I also checked the answers - paraphrase

Week 3 (3/18): skipped this question because we were chatting

How are you feeling about your goal?

Notes about student response:

Week 1 (3/4): I didn't get it because we didn't really do 99 math a lot this week.

Week 2 (3/11): "I think it helped" - student talked about how they were focusing more when they did their homework instead of just getting it done.

Week 3 (3/18): I was paying more attention again. - paraphrase

Are you learning anything about yourself?

Notes about student response:

Week 1 (3/4): "Not really" - Since the goal was hard to accomplish, I didn't really push this questions because they didn't know how to answer.

Week 2 (3/11): "I dont think so"

Week 3 (3/18): I don't think so - paraphrase

Do you think your goal is helping you in the classroom?

Notes about student response:

Week 1 (3/4): skipped

Week 2 (3/11): Skipped this question

Week 3 (3/18): Maybe it's helping me work on my math - paraphrase

Student 8:

How's it going?

Notes about student response:

Week 1 (3/4): It's good, - student talked about how they did not have a good morning but that they were glad it was Friday.

Week 2 (3/11): "Good"

Week 3 (3/18): "I guess it's going good, I don't know how to do this worksheet" - paraphrase

Tell me about your goal

Notes about student response:

Week 1 (3/4): I was thinking if i organized my desk and my folders after recess my desk would stay clean - paraphrase

Week 2 (3/11): I wanted to try and keep my desk organized again - student is working toward having a cleaner desk and we talked about how this was a great goal to choose each week.

Week 3 (3/18): I did the same as last week like we talked about - paraphrase

What steps are you taking to reach your goal?

Notes about student response:

Week 1 (3/4): Trying to remember to fix my folders. I never do that - paraphrase

Week 2 (3/11): "Trying to organize my folders again"

Week 3 (3/18): skipped

How are you feeling about your goal?

Notes about student response:

Week 1 (3/4): I think it helped keep my desk clean. I don't like cleaning it - paraphrase

Week 2 (3/11): Skipped this question

Week 3 (3/18): This week wasn't as good but I think I'm getting better. - paraphrase

Are you learning anything about yourself?

Notes about student response:

Week 1 (3/4): “Maybe that I like to have a clean desk but I really don't usually do that” - I asked if they liked setting a goal and they said yes

Week 2 (3/11): “I dont know”

Week 3 (3/18): Skipped this since we were running low on time.

Do you think your goal is helping you in the classroom?

Notes about student response:

Week 1 (3/4): “Yes I had a cleaner desk this week”

Week 2 (3/11): “Yes I can find stuff that I didn't know where it was.”

Week 3 (3/18): “Yes, I hope I can keep doing it” - paraphrase

Student 9:

How's it going?

Notes about student response:

Week 1 (3/4): “It's going good” - Answered enthusiastically

Week 2 (3/11): “Its ok, I have family visiting so we've been having fun, i'm just tired”

Week 3 (3/18): Good, is it really your last day - paraphrase, we chatted about it being my last day and about the classroom.

Tell me about your goal

Notes about student response:

Week 1 (3/4): I got it this week, I wanted to get all 4's on my exit tickets.

Week 2 (3/11): Well, I didn't really get it this week. - student talked about being disappointed but that she had family there and had a birthday party and lots of things to do so she did not get a chance to finish all of her homework. The goal was to do my homework everyday - paraphrase

Week 3 (3/18): I got my goal and I want to set a goal next week too even if you aren't here. Paraphrase - I went on to ask what the goal was this week and they said to do their math homework because sometimes they dont do it.

What steps are you taking to reach your goal?

Notes about student response:

Week 1 (3/4): Just trying to get all of the answers right - paraphrase

Week 2 (3/11): This week I didn't really do any. - paraphrase

Week 3 (3/18): Yes, I thought about getting it whenever I didn't want to do my homework - paraphrase

How are you feeling about your goal?

Notes about student response:

Week 1 (3/4): I liked having this goal, I am glad that I reached it. Maybe ill set the same goal for next week - paraphrase

Week 2 (3/11): " I mean I'm sad i didn't get it but I had to do other things"

Week 3 (3/18): skipped this due to time

Are you learning anything about yourself?

Notes about student response:

Week 1 (3/4): I don't really know, I guess I like setting a goal. - paraphrase

Week 2 (3/11): I don't think so - paraphrase

Week 3 (3/18): "I like setting goals but sometimes i get them and sometimes I don't"

Do you think your goal is helping you in the classroom?

Notes about student response:

Week 1 (3/4): Yes, because I reached it and I got good scores in math class - paraphrase

Week 2 (3/11): Skipped this question

Week 3 (3/18): Skipped